DOCUMENT RESUME

ED 122 999 RC 009 185

TITLE	Oklahoma Indian Education Needs Assessment. Volume II: Perceptions.
INSTITUTION	Oklahoma State Univ., Stillwater. Coll. of Education.
PUB DATE	Mar 76
CONTRACT	BIA-K01C14200605
NOTE	136p.; One of a 4-volume series that includes RC 009 184-187
EDRS PRICE	MF-$0.83 HC-$7.35 Plus Postage.
DESCRIPTORS	Administrative Personnel; Advisory Committees; Agencies; *American Indians; Cognitive Development; Community Education; *Data Analysis; *Educational Objectives; *Educational Programs; Elementary Secondary Education; Guidance Counseling; Higher Education; *Needs Assessment; Students; Surveys; Teacher Aides; Teachers; Tribes; Vocational Education
IDENTIFIERS	BIA; Bureau of Indian Affairs; *Oklahoma Indian Education Needs Assessment Project

ABSTRACT

As the second volume in a four-volume series on the Oklahoma Indian Education Needs Assessment Project, this report presents the development and results of the needs assessment phase. The needs assessment questionnaire is described as involving 18 goal statements, 43 educational need statements, and an open-ended category for additional goals and needs. The survey population is identified as follows: Bureau of Indian Affairs (BIA) Advisory School Boards (n=24); Title IV Parent Advisory Committees (n=85); Johsnon O'Malley Community Education Committees (n=69); teacher aides (n=62); tribal leaders (n=66); grassroots American Indians (n=127); public school teachers (n=310) and administrators (n=127); Indian students (n=162); BIA administration and staff (n=56); Major results of the ranking and rating of educational goals, program needs, and the additional perceived goals and needs are identified as follows: eight of the 10 groups ranked the teaching of cognitive skills as the most important goal, but the student group ranked affective development as most important; six of the 10 groups ranked the need for trained counselors as the most important need, but public administrators ranked skill training and vocational education as the two most important needs; more guidance and counseling services and/or special programs ranked highest in the open-ended category. (JC)

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INDIAN EDUCATION NEEDS ASSESSMENT PROJECT

Volume II

Perceptions

College of Education
Oklahoma State University
March, 1976

The research data presented herein was gathered under Bureau of Indian Affairs Contract Number K01C14200605. Conclusions, recommendations or opinions stated in this report represent the professional judgment of the project staff and do not necessarily reflect the official opinions or policy of the Bureau of Indian Affairs or Oklahoma State University.

COVER

The cover illustration represents the emblem in the center of the Oklahoma State Flag, which is an Osage Warrior's buckskin shield, decorated with pendant eagle feathers. Across the face of the shield runs the red man's calumet, or pipe of peace symbol, and the olive branch. The shield implies defensive or protective warfare. The small crosses on the shield are the Indian's graphic sign for stars which indicate lofty ideals or a purpose for high endeavor. The important symbols, however, are the calumet and the olive branch. These override the shield, the symbol of war, and represent a predominate love of peace by a united people and the union of the Indian Territory and Oklahoma Territory into the one great State of Oklahoma.

NOTE ON THE ARRANGEMENT OF THIS REPORT

VOLUME II

Volume I presents an overview of the entire project, a summary of the perceptions and current status of Oklahoma Indian education, and conclusions and recommendations for further consideration. Volume II reports the development and results of the needs assessment phase. Volume III presents a detailed description of the current status of Indian education in such areas as common schools, vocational-technical education, Bureau of Indian Affairs schools, higher education, other statewide activities, academic achievement, social-emotional development, and economic development. All appendixes are collected in Volume IV.

In the interest of readability and clarity, tables that are alluded to in the text have been placed at the end of this volume beginning on page 40.

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CHAPTER I

PHASE I OF THE NEEDS ASSESSMENT

Introduction

The objective of phase one of the Oklahoma Indian Education Needs Assessment Project (IENAP) was to sample the educational needs of the Oklahoma Indian population. The present chapter describes questionnaire development, sampling process, questionnaire administration, data analysis procedures, findings, and conclusions regarding this phase of the needs assessment.

Questionnaire Development

The primary task of Phase I of this assessment involved the process of identifying the perceived educational goals and needs of the Oklahoma Indian population, and required the development of instrumentation which could be administered on a one-to-one basis, as well as in a group setting. The purpose of the questionnaire was twofold: first, to determine perceived educational goals for Indian students, and second, to determine what types of educational programs were perceived as being needed for Indian students.

From a review of the literature concerned with Indian education, over 100 goal statements and program need items were identified as being relevant to the present study. These items were combined into a first version of the needs assessment questionnaire. The needs assessment

questionnaire was then administered to a pilot group of American Indian students at Oklahoma State University. After administration, the questionnaire was revised and piloted on a second group of American Indian students. The needs assessment questionnaire, known here as the Educational Goals and Needs Survey (EGNS), was again revised and the final version appears in Appendix C.

Educational Goals Prioritization

The EGNS questionnaire was divided into two major sections, the first dealing with potential educational goals for Indian students, and the second with possible educational program needs for Indian students. Page one of the first section listed 18 educational goal statements. Each respondent was asked to choose what he or she felt were the 10 most important educational goals for Indian students and prioritize them on page two. On pages three and four of the questionnaire, the 18 goal statements were again presented and each respondent was asked to rate how well he or she thought current school programs were meeting the suggested educational goals for Indian students. In rating how well each of the 18 goals were being met, each respondent chose from the following categories: Extremely Poor, Poor, Fair But More Needs To be Done, Satisfactory, and Too Much Is Being Done. In the context of the present study, respondents were instructed to interpret the categories for rating in the following manner:

Extremely Poor means;

> I believe students are not being taught the skills necessary to meet this goal.
> This goal is the school's responsibility but almost nothing is being done to meet this goal

Poor means;

I believe programs designed to meet this goal are weak.
I believe that much more effort must be made by the school to meet this goal.

Fair But More Needs To Be Done means;

I believe present programs are acceptable, but I would like to see more importance attached to this goal by the school.
I would rate the school's job in this area as only fair; more effort is needed as far as I am concerned.

Satisfactory means;

I believe the school is doing a good job in meeting this goal.
I am satisfied with the present programs which are designed to meet this goal.

Too Much Is Being Done means;

I believe the school is already spending too much time in this area.
I believe programs in this area are not the responsibility of the school.

Finally, page five of the first section allowed each respondent to state in writing any additional educational goals for Oklahoma Indian students.

Educational Program Needs

The second section of the EGNS questionnaire dealt with educational program needs for Oklahoma Indian students. In the first four pages, each respondent was asked to read 43 need statements and indicate to what degree he or she agreed or disagreed that each statement was a need. The categories to be chosen from were on a continuum from Strongly Agree to Strongly Disagree. On page five, each respondent was asked to choose the ten most important educational need statements listed and prioritize them. Each respondent was then asked to rate the top ten statements in terms of how well they currently were being met. The categories to be chosen from were Extremely Poor, Poor, Fair But More Needs To Be Done, Satisfactory, and Too Much Is Being Done. The definitions as applied to

the educational goals section of the questionnaire were also valid for the educational needs section. Finally, page six of the second section allowed each respondent to state any additional educational program needs for Oklahoma Indian students.

Sampling Process

The Indian population in Oklahoma was reported to be approximately 98,468 (3.8 percent of Oklahoma's total population) by the 1970 census. The American Indian lives in both rural and urban communities in Oklahoma and unlike some of the southwestern states is not concentrated in any one section of the state. In order to achieve a representative sample of Oklahoma's Indian population, many different types of Indian organizations, committees, and tribes from different parts of the state were utilized in the present study.

Segments of Population Sampled

For the present study, the following 10 groups were identified and samples from each group were administered the EGNS questionnaire:

a. Bureau of Indian Affairs Advisory School Board members. This group was defined as those individuals who served on an Advisory School Board to a Bureau of Indian Affairs' boarding school or dormitory during the 1974-75 academic year.

b. Title IV Parent Advisory Committee members. This group was defined as those individuals who served on a Title IV (Indian Education Act, Part A) Parent Advisory Committee during the 1974-75 academic year.

c. Johnson-O'Malley Community Indian Education Committee members. This group was defined as those individuals who served on a Johnson-O'Malley Parent Advisory Committee during the 1974-75 academic year.

d. Teacher Aides. This group was defined as those individuals who were Indian and served as teacher aides in the public schools during the 1974-75 academic year.

e. Tribal Leaders. This group was defined as those individuals who served in an administrative capacity for an Oklahoma tribe during the 1975 fiscal year.

f. Grassroots Indians. This group was defined as those Oklahoma Indians who were not directly involved with any type of educational committee or tribal organization during the 1974-75 academic year.

g. Public School Administrators. This group was defined as those individuals who served as superintendents, principals, and other public school administrators during the 1974-75 academic year.

h. Public School Teachers. These respondents were defined as those individuals who served as public school teachers during the 1974-75 academic year.

i. Indian Students. This group was defined as those senior high school Indian students who attended public and BIA schools and dormitories during the 1974-75 academic year.

j. BIA Administration and Staff. This group was defined as those individuals employed in a teaching or administrative capacity by the Bureau of Indian Affairs. These individuals were employed at a BIA school or dormitory during the 1974-75 academic year.

Sampling Techniques

Listed below are the sampling techniques used to select representatives from each of the groups involved in this study.

a. BIA Advisory School Boards. During the 1975 fiscal year, the Anadarko and Muskogee Area offices reported a total of ten BIA Advisory School Boards. Table IX shows the name and location of the schools and dormitories served by the Advisory School Boards. All ten boards were included in the sample for the present study.

b. Title IV Parent Advisory Committees. During the 1975 fiscal year, the Office of Indian Education of the Department of Health, Education, and Welfare reported a total of 205 Part A projects in Oklahoma which also represents a total of 205 Parent Advisory Committees (PAC). First, all projects were categorized as being located in Eastern Oklahoma (that portion of Oklahoma served by the Muskogee Area Office) or Western Oklahoma (that portion of Oklahoma served by the Anadarko Area Office). Next, both Eastern and Western Oklahoma projects were further divided into those projects located in rural school districts (total K-12 school enrollment $\leq$ 10,000) and those located in urban school districts (total enrollment $\geq$

10,000). This stratification process yielded 147 projects in rural Eastern Oklahoma, one project in urban Eastern Oklahoma, 53 projects in rural Western Oklahoma, and four projects in urban Western Oklahoma.

The projects in all four categories were then clustered according to their respective counties. A cluster contained from one to five counties, with each county containing from one to nine Title IV projects. The clustering process yielded 18 clusters in rural Eastern Oklahoma, one cluster in urban Eastern Oklahoma, five clusters in rural Western Oklahoma, and one cluster in urban Western Oklahoma. Of the 18 rural Eastern clusters, five were randomly selected for participation in the study. The one cluster in urban Eastern Oklahoma, five clusters in rural Western Oklahoma, and one cluster in urban Western Oklahoma were also selected for participation in the study.

In summary, 12 clusters of Title IV projects were selected for participation in the study. Table X shows the 12 clusters selected along with their respective counties and and number of Title IV projects, as well as PAC's, within each county. Clusters one through five represent the rural Eastern projects. Clusters six through ten represent the five rural Western projects. Cluster 11 is the urban Eastern project and cluster 12 represents the urban Western projects.

c. Johnson-O'Malley (JOM) Community Indian Education Committees. During the 1975 fiscal year, the Anadarko Area Office and

Oklahoma State Department of Education reported a combined total of 144 schools participating in the JOM program, thus indicating 144 Community Indian Education Committees. The 104 Eastern Oklahoma projects (administered by the Oklahoma State Department of Education) were clustered according to their respective counties. A cluster contained from one to four counties, with each county containing from one to 12 projects. The clustering process yielded 14 groups of Eastern Oklahoma JOM projects. Of the 14 clusters, five were randomly selected for participation in the study.

The 40 JOM projects in Western Oklahoma (administered by the Anadarko Area Office) were clustered into five groups. All five clusters were selected for participation in the study. Table XI shows the ten clusters of JOM projects selected for participation in the study. Clusters one through five are the Eastern clusters and clusters six through ten are Western clusters.

d. Teacher Aides. The second phase of the project required the selection of a sample of Oklahoma public schools. The final sample consisted of 32 public schools, each having a large enrollment of Indian students. The method used in carrying out the sampling procedure is treated in detail in the section on the Common School System of Oklahoma. Indian teacher aides from all 32 schools were asked to complete the needs assessment questionnaire. The 32 schools are listed in Table XII. Figure 2 shows the location of the 32 schools by their respective counties.

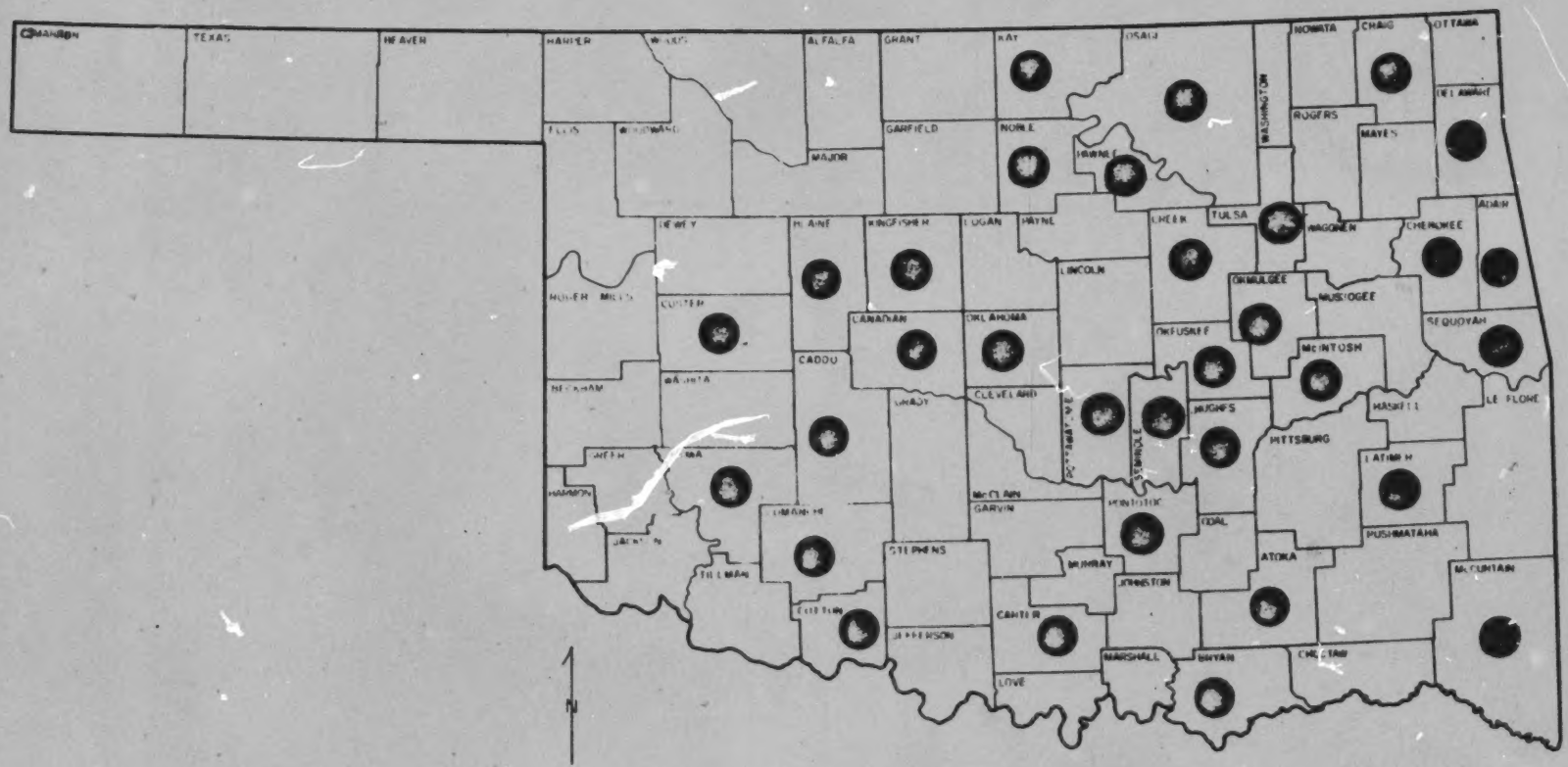

Figure 2: Location of 32 Public Schools by County.

e. Tribal Leaders. The primary organization used to gain input from the tribal leaders in Western Oklahoma was the United Tribes of Western Oklahoma and Kansas. To obtain input from tribal leaders in Eastern Oklahoma, representatives from the Five Civilized Tribes, Inter-Tribal Council of Northeastern Oklahoma, and the Osage Nation were sampled. Table XIII lists the Oklahoma tribes selected for participation in the study.

f. Grassroots Indians. To obtain input from the grassroots group, 14 geographical areas of the state were selected for participation in the study. Each area was noted for a high concentration of Oklahoma Indians. Within each area, tribal organization and the interviewer designated or defined the location of the grassroots Indians. Figure 3 shows the location of the 14 sampled areas.

g. Public School Administrators. Superintendents and principals from the 32 public schools listed in Table XII were sampled.

h. Public School Teachers. Teachers from the 32 public schools listed in Table XII were randomly selected for participation in the study.

i. Indian Students. Senior high school Indian students attending the 32 public schools (Table XII) and nine BIA schools and dormitories were randomly selected for participation in the study.

j. BIA Administration and Staff. A sample of teachers and administrators serving the six BIA schools and three dormitories was randomly selected for participation in the study.

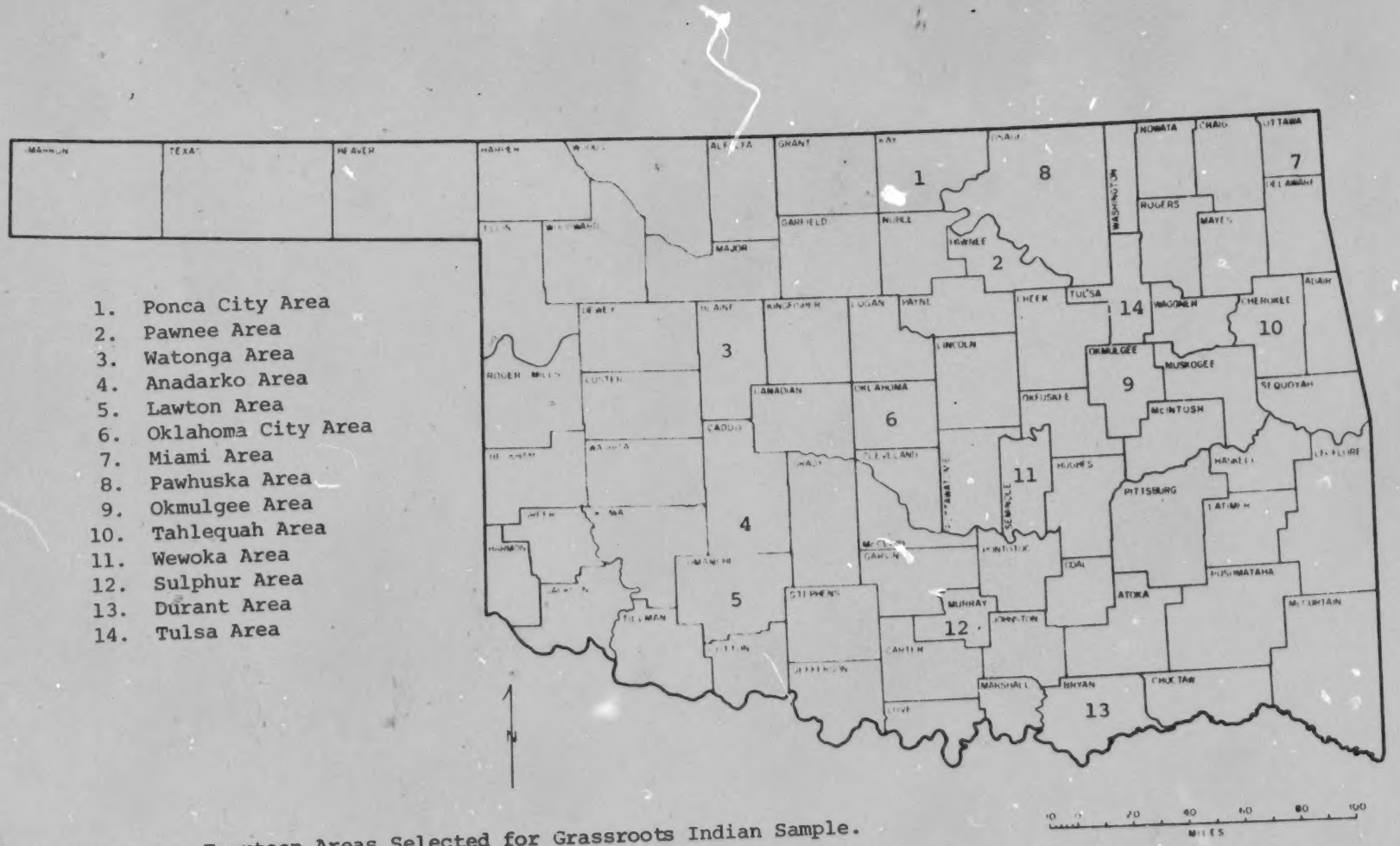

Figure 3: Fourteen Areas Selected for Grassroots Indian Sample.

CHAPTER II

QUESTIONNAIRE ADMINISTRATION

Shown in Appendix B is a general overview of procedures used in conducting field meetings with individual respondent groups in this phase of the present study.

BIA Advisory School Boards

In order to gain input from the 59 members of the BIA Advisory School Boards, members of the project staff attempted to meet individually with each board and administer the EGNS questionnaire in a group session. This procedure resulted in a total of 21 responses (Table XIV).

In October, 1975, EGNS questionnaires were mailed to the remaining board members from either the Anadarko or Muskogee Area Office. This resulted in another three responses, giving a total of 24 responses for the BIA Advisory School Board group.

Title IV Parent Advisory Committees (PAC)

In order to gain input from the Title IV PAC's, it was decided to select a smaple of PAC's and administer the needs assessment questionnaire in a group meeting. As described earlier, all 205 PAC's were grouped according to geographical location. This process produced a total of 25 clusters. Twelve clusters (six east and six west) were

selected for participation in the study (Table X). One meeting per cluster was scheduled. Shown in Appendix D is the date and place of each meeting and the PAC's which participated.

The 11 meetings and one mail-out procedure yielded a total of 85 responses from the Title IV PAC group.

Johnson-O'Malley (JOM) Community Indian Education Committees

A clustering procedure, similar to that used for the Title IV PAC's, was applied to the JOM Community Indian Education Committees. Again, the project staff held meetings in various Oklahoma communities and administered the needs assessment questionnaire in a group setting. Appendix E contains the date, location, and JOM Community Indian Education Committees that participated in the 11 meetings. The 11 meetings produced a total of 69 responses from the JOM Community Indian Education Committees.

Teacher Aides

Each of the 32 public schools selected for the second phase of the total study was asked to distribute a needs assessment questionnaire to at least one Indian teacher aide or Indian counselor. Attached to each questionnaire was a cover letter (Appendix F), explaining the purpose of the questionnaire, and a self-addressed envelope. After completing the questionnaire, the respondent was to return the completed instrument by mail. A total of 29 responses was received from the Indian teacher aide and counselor group.

Tribal Leaders

With the assistance of the United Indian Tribes of Western Oklahoma and Kansas, invitations were sent to all western tribal leaders inviting them to a meeting at Stillwater, Oklahoma on June 27, 1975. The EGNS questionnaire was to be administered to the group as a whole. This meeting resulted in only four responses.

A second attempt to gain input from western tribal leaders was made on July 25, 1975, in Norman, Oklahoma, at the Quarterly Meeting of the United Indian Tribes of Western Oklahoma and Kansas. This group administration resulted in 14 responses. Finally, for those western tribal leaders who had not participated in the study, EGNS questionnaires were taken directly to their tribal offices and left for them to complete. Return visits to the tribal offices resulted in an additional four responses. Thus, a total of 22 responses was collected from the western tribal leaders.

To gain input from the eastern tribal leaders, a meeting was scheduled for July 1, 1975, in Tulsa, Oklahoma. The Five Civilized Tribes, the Inter-Tribal Council of Northeastern Oklahoma, and the Osage Nation were invited to send representatives. A group administration of the questionnaire resulted in eight responses. Next, questionnaires were taken directly to the tribal offices and either left for them to complete or administered by a trained interviewer. This process resulted in an additional 36 responses. Thus, a total of 44 responses was collected from the Eastern Tribal Leaders.

Grassroots Indians

As described in Figure 3, 14 areas of the state were selected from which to sample grassroots Indians. In each area, tribal organizations

were asked to designate an Indian person to be trained as an interviewer. When interviewers were not designated by tribal organizations, other Indian organizations in the area were asked to supply an interviewer. Once an interviewer was selected, a member of the project staff trained the individual in the administration of the EGNS questionnaire. During the training session, each item of the EGNS questionnaire was reviewed and explained to the interviewer. The interviewer was also briefed as to the types of questions he or she might encounter while administering the EGNS questionnaire (i.e., the purpose of the study, who is doing the study, etc.), and possible answers were suggested. Each interviewer was instructed to stress the importance of each respondent's personal viewpoint. Each grassroots Indian was to respond to each EGNS questionnaire item from his own perspective or opinion.

After training, each interviewer was asked to administer the EGNS questionnaire to a minimum of 50 Indian persons defined as grassroots Indians. In each of the 14 areas, the location and identity of those grassroots Indians to be sampled was designated by the tribal organization and interviewer. This process began in July, 1975, and continued through January, 1976. In some areas, interviewers would terminate before administering the questionnaire or leave the area altogether. In these instances, new interviewers had to be located and trained. For the grassroots Indian group, the needs assessment questionnaire was administered both on a one-to-one basis and in a group setting. A total of 641 responses was collected from the grassroots Indian group.

Public School Administrators

Responses from this group were collected from the same sample of public schools used for the teacher aide group. At each school,

questionnaires were provided for each superintendent and principal. Attached to each questionnaire was a cover letter (Appendix F) explaining the purpose of the questionnaire and a self-addressed envelope. After completing the questionnaire, each respondent was to return the completed instrument by mail. A total of 127 responses was received from the group of public school administrators.

Public School Teachers

Responses from this group were collected from the same sample of public schools used for the teacher aide group. Thus, each of the 32 public schools received a visit from a member of the project staff. At each of the 32 schools, questionnaires were left with the superintendent or designated school official to be distributed to a randomly selected sample of teachers (12 teachers or 10 percent of the total number of teachers, whichever is larger). Attached to each questionnaire was a cover letter (Appendix F) explaining the purpose of the questionnaire and a self-addressed envelope. After completing the questionnaire, each respondent was to return the completed instrument by mail. A total of 310 responses was received from the group of public school teachers.

Indian Students

Responses from this group were collected from senior high school Indian students, 12th grade, attending the public schools listed in Table XII, as well as those BIA schools and dormitories which have senior high, grade 12, instruction programs. During a visit to each of the public and BIA schools and dormitories, the superintendent or school official was asked to administer the needs assessment question-

naire to six senior high school Indian students attending that school. After administration, the questionnaires were collected and mailed in. A total of 162 responses was collected from the Indian student group.

BIA Administration and Staff

Responses from this group were collected from those BIA schools and dormitories listed in Table IX. During a visit to each school and dormitory, the superintendent or school official was asked to administer the needs assessment questionnaire to 15 members of the school's administrative or teaching staff. After administration, the responses were collected and mailed in. A total of 56 responses was collected from this group.

CHAPTER III

DATA ANALYSIS

The completed usable Educational Goals and Needs Survey (EGNS) questionnaires were computer-processed for speed and accuracy. Upon receipt of questionnaires, the results were entered on a Conversational Programming System (CPS) terminal. The entered responses were then printed out and verified. Necessary corrections were then made and the data permanently stored on magnetic disks and tapes.

Phase I - Findings

Samples from ten populations were administered the Educational Goals and Needs Survey (EGNS) questionnaire. The ten groups were identified as follows:

1. BIA Advisory School Boards
2. Title IV Parent Advisory Committee
3. Johnson-O'Malley Community Indian Education Committees
4. Indian Teacher Aides and Indian Counselors
5. Tribal Leaders
6. Grassroots Indians
7. Public School Administrators
8. Public School Teachers
9. Indian Students
10. BIA Administration and Staff

It should be pointed out that each group was asked to respond to the EGNS questionnaire from their own perspective (i.e., their own experience).

The first subsection of the present section reports findings derived from the "Educational Goals" (pages one through four) section of the EGNS questionnaire. The second subsection reports findings derived from the "Educational Program Needs" (pages six through ten) section of the EGNS questionnaire. Finally, the third subsection deals with the open ended section (pages five and eleven) of the EGNS questionnaire.

Educational Goals for Oklahoma Indian Students

The "goals" tables were compiled for the entire study population, and for each of the ten study groups. The Educational Goals for Oklahoma Indian Students as shown in Section I of Appendix C were analyzed by weighting each response according to the rank assigned to it by the respondent. A rank of '1' or 1st was given a weight of 10, a rank of "2" or 2nd was given a weight of 9, and so on. The weighted responses were then added and divided by the number of respondents separately for each of the 18 stated goals. The results were then ranked from the top to the 10th ranked goal for the group.

The extent to which goals were being met was assessed by assigning a value of one to a response of Extremely Poor, two to a response of Poor, and so on. These values were then summed and that sum divided by the number of respondents to give an arithmetic mean. A universe standard deviation was also computed. These results are displayed by an "X" placed on a linear scale whose range is one to five on the right side of the table. Numerical values of the mean and standard deviation

(S.D.) are also shown. Tables XVa-q depict the output format for the analyses.

Tables XVa-j report each of the 10 sampled group's perceptions of what should be the 10 most important goals for Oklahoma Indian students and how well each group perceived the goals as being met by existing school programs. Table XVk in this series, reports the same ranking and rating process for all groups combined. Tables XVl-q report the ranking and rating process for those groups which contained a significant number of urban (school enrollment > 10,000, grades K-12) respondents.

It can be seen from Tables XVa-q that each table may be divided into two major sections. The left portion reports the ranking process. Each respondent was asked to designate the ten most important educational goals listed on page one of the EGNS questionnaire. On page two of the EGNS questionnaire, each respondent was asked to prioritize (rank) the 10 goals. On pages three and four of the EGNS questionnaire, the respondent was requested to rate the current school program's effectiveness in meeting the top 10 educational goals. An individual's response or rating was chosen from the following categories: Extremely Poor; Poor; Fair, But More Needs To Be Done; Satisfactory; and Too Much is Being Done. The right portion of Tables XVa-q report each group's perception of how well current school programs were meeting their top 10 goals.

BIA Advisory School Boards

In reviewing the responses made by the BIA Advisory School Boards (Table XVa), it became evident that this group's top educational goal for Oklahoma Indian students was that of developing skills in reading,

writing, speaking, and listening. In terms of how well current school programs are meeting this goal, the BIA Advisory School Board group gave a mean rating of 2.75. This rating falls between the Poor (2.00) and Fair, But More Needs To Be Done (3.00), categories. Even though the number of respondents was relatively small (N=24), it should be noted that each of this group's top ten educational goals for Oklahoma Indian students received a mean rating which fell below the Fair, But More Needs To Be Done (3.00) category. For a complete breakdown of response definitions, see the Needs Assessment Questionnaire in Appendix C.

Title IV Parent Advisory Committees

Table XVb shows the Title IV committees' perceptions of the ten most important educational goals for Oklahoma Indian students and how well they felt the current school programs were meeting the goals. The goal of developing good character and self-respect was given the number one priority by this group. In terms of the perceived extent to which this goal was being met, the Title IV Parent Advisory Committee group assigned a mean rating os 2.63. The second most important goal was that of developing skills in reading, writing, speaking, and listening. Of the ten most important goals, two received ratings which fell above the Fair, But More Needs To Be Done (3.00) category.

Johnson-O'Malley Community
Indian Education Committees

Again, the goal of developing skills in reading, writing, speaking and listening (Table XVc) received top priority. The group's average

rating for the number one goal was 3.19. Apparently, this group felt that current school programs were doing a fair job in meeting this educational goal for Oklahoma Indian students but more needs to be done. Of the ten most important goals, this group rated six goals as being met between the Fair (3.00) and Satisfactory (4.00) categories.

Teacher Aides

Table XVd shows that the goal of developing skills in reading, writing, speaking, and listening was given top priority by this group. The goal of developing pride in work and a feeling of self-worth was ranked number two. In terms of the perceived extent to which the top ten goals were being met, eight of the ten goals received a mean rating which fell above the Fair, But More Needs To Be Done (3.00) category.

Tribal Leaders

The goal of developing skills in reading, writing, speaking, and listening was ranked number one by the group of tribal leaders (Table XVe). The goal of developing good character and self-respect was ranked second. Both of these goals received ratings which fell below the Fair, But More Needs To Be Done (3.00) category. In fact, nine of the top ten goals received average ratings which fell below 3.00. Generally speaking, this group's perception of the extent to which the top ten goals were being met fell between the Poor and Fair categories.

Grassroots Indians

This group consisted of a total of 641 respondents. Again, the goal of developing skills in reading, writing, speaking, and listening was ranked number one (Table XVf). In terms of how well current school

programs were meeting this goal, the grassroots group gave a mean rating of 3.22. Of the top ten goals, the grassroots Indian group gave an average rating of 3.00 or above on five goals.

Public School Administrators

Table XVg reports the ranking and rating procedure for the sample of public school administrators. Again Goal D (developing skills in reading, writing, speaking, and listening) was given top priority. The second most important goal, as perceived by this group, was that of developing pride in work and a feeling of self-worth. It should be noted that all ten of the educational goals received a average rating which fell above the Fair, But More Needs To Be Done (3.00) category. In terms of the perceived extent to which the most important goals were being met, this group of public school administrators apparently felt that a fair job was being done but more could be accomplished.

Public School Teachers

The sample of public school teachers also designated the goal of developing skills in reading, writing, speaking, and listening as the most important goal for Oklahoma Indian students (Table XVh). The goal of developing pride in work and a feeling of self-worth was ranked second. Seven of the ten educational goals for Oklahoma Indian students received an average rating which fell above the Fair, But More Needs To Be Done (3.00) category.

Indian Students

The sample of Indian students ranked the goal of developing good

character and self-respect as being most important (Table XVi). The second most important perceived educational goal was that of learning to respect and get along with people with whom we work and live. It should be noted that all ten goals received an average adequacy rating which fell above the Fair, But More Needs To Be Done (3.00) category.

BIA Administration and Staff

Table XVj reports the results of the ranking and rating procedure for the group of BIA administrators and staff members. Again, the goal of developing skills in reading, writing, speaking, and listening was ranked number one. The second most important goal was that of developing good character and self-respect. Nine of the ten most important goals received an average rating which fell below the Fair, But More Needs To Be Done (3.00) category.

All Groups Combined

Table XVk reports the results of the ranking and rating procedure for all ten groups combined. With a total N of 1,618 respondents, the number one goal was that of developing skills in reading, writing, speaking, and listening. The number two goal was that of developing good character and self-respect. Table XVI shows the number of goals rated as being met from 2.00 (Poor) to 3.00 (Fair, But More Needs To Be Done) and from 3.00 (Fair, But More Needs To Be Done) to 4.00 (Satisfactory) for each of the ten groups. Based on the assumption that the majority of respondents in groups 1, 2, 3, 4, 5, 6, 9, and 10 were Indian, one could make inferences as to the Indians' opinion of how well their top ten goals were being met. For these eight groups combined, an average of 5.9 goals

were rated as being met from 2.00 (Poor) to 3.00 (Fair But More Needs To Be Done) and an average of 4.1 goals were rated as being met from 3.0 (Fair But More Needs To Be Done) to 4.00 (Satisfactory). If one assumes that the majority of groups 7 and 8 are non-Indian, one could make inferences as to the non-Indian's opinion of how well their top ten goals were being met for Indian students. For these two groups combined, an average of 1.5 goals were rated as being met from 2.00 (Poor) to 3.00 (Fair But More Needs To Be Done) and an average of 8.5 goals were rated as being met from 3.00 (Fair But More Needs To Be Done) to 4.00 (Satisfactory).

Urban Respondents

The Indian teacher aide, grassroots Indian, public school administrator, public school teacher, and Indian student groups contained a significant number of respondents from urban (school enrollment > 10,000, grades K-12) communities and schools. Tables XVl through XVp show the results of the ranking and rating procedure for each group which contained a significant number of urban respondents. From Tables XVl through XVq, it can be seen that the urban respondents in the Indian teacher aide, grassroots Indian, public school administrator, and public school teacher groups ranked the goal of developing skills in reading, writing, speaking, and listening as the most important for Oklahoma Indian students. The urban respondents in the Indian student group ranked the goal of learning to respect and get along with whom we work and live as most important. Table XVq shows the results of the ranking and rating procedure for the total number of urban respondents for all ten groups. Again, goal D was ranked number one.

Summary of Educational Goals for Oklahoma Indian Students

Table XVII summarizes the ranking and rating procedure for all ten identified populations. It is apparent that goal D (developing skills in reading, writing, speaking, and listening) was ranked number one by eight of the ten groups. Thus, most respondents indicated that the teaching of basic cognitive skills (i.e., the three r's) should be the most important goal for Oklahoma Indian children. However, the students themselves indicated that affective skills (i.e., developing self-respect and getting along with others) are more important than cognitive abilities.

Educational Program Needs of Oklahoma Indian Students

The results of the responses to the educational program needs of Oklahoma Indian students (see Section II of Appendix C) was determined and displayed by assigning numerical values to responses on a scale of 1 to 5 where 1=strongly disagree, 2=disagree, 3=neutral, 4=agree, and 5=strongly agree. Arithmetic means and universe standard deviations were computed for combined data and displayed as numerical data and on a bar graph centered on a value of three or neutral. A mean response in the "agree" direction produces a bar to the right while a mean response in the disagree direction produces a bar to the left. The magnitude of these bars is directly proportional to the degree of difference between the mean responses and neutral (for example, see Tables XVIIa-q).

On pages six through nine of the EGNS questionnaire, each respondent was asked his opinion as to whether or not each of the 43 needs statements did in fact represent true or valid educational program needs for Oklahoma Indian students. Each respondent's opinion was indicated by checking one point on a scale ranging from Strongly Disagree to Strongly Agree. On page ten of the EGNS questionnaire, each respondent was asked to review the previous 43 need statements and prioritize (rank) what he or she felt were the ten most important educational needs for Oklahoma Indian students. Thus, a total of ten need statements were selected from the 43 and placed in rank order. Also on page ten, each respondent was asked to rate how well he or she thought the current school programs were meeting the needs he or she designated as being the ten most important.

It should be pointed out that each of the ten populations sampled was asked to respond to the EGNS questionnaire from its own perspective and previous experiences. The ten populations were identified as follows:

1. BIA Advisory School Boards
2. Title IV Parent Advisory Committee Members
3. Johnson-O'Malley Community Indian Education Committee Members
4. Teacher Aides
5. Tribal Leaders
6. Grassroots Indians
7. Public School Administrators
8. Public School Teachers
9. Indian Students
10. BIA Administration and Staff

Tables XVIIIa-j and XIXa-j show the results of the ranking and two rating procedures for all ten groups. Summary tables, XVIIIk and XIXk for all groups combined are also listed. Each group will now be reviewed, along with those groups which contained a significant number of urban respondents (Tables XVIIIl-q and XIXl-q).

BIA Advisory School Boards

Table XVIIIa shows the BIA Advisory School Board members' agreement-disagreement rating for each of the 43 need statements. It can be seen from XVIIIa that statements number 13 (the school should have only one plan of study for all students with no special program or classes for Indian students) and 39 (school administrators should have total control over the appropriation of Indian Educational funds) were the only need statements that received an average rating which fell below the neutral (3.00) category. Thus, this group apparently did not agree with these two program need statements. For a breakdown of possible responses and definitions see Appendix N.

Table XIXa reports the ranking and rating procedure used on page ten of the EGNS questionnaire for the BIA Advisory School Board members. On the left-hand side of Table XIXa, need statement number six (the need for trained counselors that Indian students can talk to about personal and social problems) was ranked as being most important for Oklahoma Indian students. Need statement number eight was ranked number two. The rating of how well current school programs were meeting these educational needs of Oklahoma Indian students is presented on the right side of Table XIXa. For the number one need, this group assigned an average rating of 3.07. The 3.07 rating falls between the category of Fair, But More Needs To Be Done (3.00) and Satisfactory (4.00).

It should be pointed out that Table XIXa lists a total of 12 needs under the "Educational Program Need" column. At first, this seems contradictory since page ten asked for the top ten only. However, items 22, 3, 27, and 1 tied in the number of times (frequency) they appeared in the top ten. Thus, they are all equally important and share in the ninth rank.

Title IV Parent Advisory Committees

Table XVIIIb shows that this group of respondents disagreed with statements number 13 and 39. Need statements number eight and six were ranked number one and two, respectively. Both of these perceived educational needs for Oklahoma Indian students received low adequacy ratings. Apparently, this group felt that, on the average, the current school programs were doing a poor job of meeting the two most important educational needs for Oklahoma Indian students. In fact, nine of the top ten need statements received an adequacy rating which fell below the Fair, But More Needs To Be Done (3.00) category.

Johnson-O'Malley (JOM) Community
Indian Education Committees

As before, need statements number 13 and 39 received an average rating which fell below the 3.00 level (Table XVIIIc). Thus, this group of JOM committee members apparently did not agree with these two need statements.

The need for trained counselors was ranked as being the most important educational need for Oklahoma Indian students by this sample of JOM committee members. The second most important educational need was

identified as the need for follow-up programs for dropouts. Ten of the top 11 perceived educational needs for Oklahoma Indian students received an adequacy rating which fell below the Fair, But More Needs To Be Done (3.00) category. In some cases, the average rating fell below the Poor (2.00) category.

Teacher Aides

Table XVIIId reports the agreement-disagreement ratings assigned to the 43 need statements by the Indian teacher aide group. It can be seen that statements 12, 13, 21, and 39, received an average rating which fell below the neutral (3.00) category. Evidently, this group disagreed with these four statements.

From Table XIXd, it can be seen that this group ranked the need for classes in Indian history and culture as being the most important educational need for Oklahoma Indian students. The second most important need was for trained counselors. In terms of how well this group perceived the current school programs as meeting these top 11 educational needs, three need statements received an average rating which fell above the Fair, But More Needs To Be Done (3.00) category. The remaining eight statements were rated below the Fair, But More Needs To Be Done category.

Tribal Leaders

The sample of tribal leaders indicated that they disagreed with need statements number 13 and 39 (Table XVIIIe). As with previous groups, the tribal leaders indicated that the most important educa-

tional need for Oklahoma Indian students was for trained counselors. The need for testing and guidance was ranked second of the twelve most important educational needs for Oklahoma Indian students. This group of tribal leaders assigned an average rating of below 3.00 for all twelve (Table XIXe). In fact, six of the twelve needs received an average rating which fell below the Poor (2.00) category.

Grassroots Indians

From Table XVIIIf, it seems that the present sample of grassroots Indians disagreed with educational program need statements 13 and 39. As with previous groups, the grassroots sample indicated that the need for trained counselors was most important (Table XIXf). The need for follow-up programs for dropouts was ranked second. All of the ten most important educational needs for Oklahoma Indian students received an adequacy rating which fell below the Fair, But More Needs To Be Done (3.00) category.

Public School Administrators

From reviewing Table XVIIIg, it was evident that the present sample of public school administrators disagreed with a total of 11 of the 43 need statements. As a group, the public school administrators indicated that the three most important educational needs for Oklahoma Indian students were a need for skill training, vocational-technical education, and the teaching of basic skills in reading, writing, and arithmetic (Table XIXg). The need for trained counselors was ranked fourth. Of the 11 most important educational needs for Oklahoma Indians presented in Table XIXg, three received an adequacy rating which fell below the Fair, But More Needs To Be Done (3.00) category.

Public School Teachers

Table XVIIIh indicates that the present sample of public school teachers disagreed with nine of the 43 educational program need statements. This group of teachers also indicated that the need for trained counselors was the most important educational program need for Oklahoma Indian students (Table XIXh). Of the ten educational needs for Oklahoma Indian students that were perceived as being most important, six received an adequacy rating which fell below the Fair, But More Needs To Be Done (3.00) category.

Indian Students

The present sample of Oklahoma Indian students indicated that they also disagreed with need statements number 13 and 39 (Table XVIIIi). This group indicated that they perceived the most important educational need for Oklahoma Indian students as being a need for trained counselors (Table XIXi). The need to be taught about legal rights and their relationship to the federal government was perceived by this group of students as being the second most important educational need for Oklahoma Indian students. Nine of the ten need statements that were perceived by the Indian students as being most important received an adequacy rating which fell below the Fair, But More Needs To Be Done (3.00) category.

BIA Administration and Staff

From Table XVIIIj it is apparent that this group disagreed with four of the 43 need statement items. This group identified item number nine as being the most important education program need for Oklahoma Indian students (Table XIXj). The need statement focused on

special classes in reading and writing for Indian students with English language problems. All ten of the most important educational needs for Oklahoma Indian students received an adequacy rating which fell below the Fair, But More Needs To Be Done (3.00) category.

All Groups Combined

From Table XVIIIk, it seems that items 13, 21, and 39 received an average agreement-disagreement rating which was in the disagree direction. For all groups combined (Table XIXk), the need for trained counselors was ranked as being most important for Oklahoma Indian students. The educational need perceived as being second most important was that of follow-up programs for dropouts. All ten of the most important educational needs for Oklahoma Indian students received an adequacy rating which fell below the Fair, But More Needs To Be Done category.

Urban Respondents

The Indian Teacher Aide, grassroots Indian, public school administrator, public school teacher, and Indian student groups contained a significant number of respondents from urban (school enrollment $\geq$ 10,000, grades K-12) communities and schools. Tables XVIIIl through XVIIIq show the agreement-disagreement rating for those groups which contained a significant number of urban respondents. Items 13 and 39 tended to receive ratings which fell into the disagree category. Table XIXl through XIXq show the most frequently cited educational needs for Indian students and adequacy with which needs are being met as identified by the urban respondents. It can be seen that the urban respondents

within each group tended to rank different educational needs for Oklahoma Indian students as being the most important.

Summary of Educational Program Needs for Oklahoma Indian Students

In reviewing the top choices of each of the ten groups (Table XX), it becomes apparent that item six (need for trained counselors) was cited most often by six of the groups. The Indian students themselves cited this need more than any other. Another interesting comparison was that of the grassroots Indians with the public school administrators. The two most important educational needs for Oklahoma Indian students, as perceived by the grassroots group, were a need for trained counselors (item six) and follow-up programs for drop-outs (item 30). The two most important educational needs for Oklahoma Indian students, as perceived by the public school administrator group, centered around skill training (item 11) and vocational-technical education (item 38).

In terms of how well each group perceived the schools as meeting their respective most important needs for Indian students (this refers to the right side of Tables XIXa through XIXk), Table XXI shows the percent of identified needs being met below and above 3.00 (Fair, But More Needs To Be Done). Again, this is each group's opinion of how well the schools are meeting the educational needs of Oklahoma Indian students. For example, Table XXI shows that 100 percent of the grassroots group's (group six) average rating of the perceived most important needs fell below 3.00. On the other hand, 73 percent of the most important educational needs for Oklahoma Indian students that were identified by the public school administrators received an average

rating that was above 3.00 (Fair, But More Needs To Be Done). It could be concluded that the public school administrators thought the current school programs were doing a better job in meeting educational needs of Oklahoma Indian students than did the grassroots Indian group.

For the interested reader, the raw score data from which Tables XVII, XVIII, XIX, and XXIII were derived are presented in Appendixes L, M, N, O, and P.

Additional Perceived Educational Goals And Needs for Oklahoma Indian Students

Each respondent was given an opportunity to respond to open-ended questions on goals and needs. The responses to these questions were classified into 11 categories. The frequency with which each of the categories appeared, is ranked and shown in Tables XIXa-q. This was done for each group, Tables XIXa-j; all groups combined, Table XIXk; Urban groups, Tables XIXl-p; and all Urban groups combined, Table XIXq.

On pages 5 and 11 of the EGNS questionnaire, each respondent was asked to write down any additional educational goals or needs for Oklahoma Indian students which were important but not mentioned in the questionnaire. In analyzing these two pages, it was decided to combine the responses found on both pages and report just the frequency and type of statement made for each respondent. Each written response was interpreted into one of the categories presented in Table XXII. It should be pointed out that each individual who completed a needs assessment questionnaire did not necessarily write down a response in the open-ended section.

BIA Advisory School Boards

Table XXIIIa shows that a total of 44 remarks were written in the open-ended section of those questionnaires completed by the BIA Advisory School Board members. Of the 44 remarks, 11, or 25 percent, indicated a need for more guidance and counseling programs and/or special programs, such as more tutors for Indian students. Of the 44 remarks, nine, or 20 percent indicated a need for better understanding of special educational needs of Indian students by school personnel.

Title IV Parent Advisory Committees

Table XXIIIb shows that 21 percent of the written comments made by this group identified the need for guidance and counseling services and/or special programs for Indian students as being most important. The need for more school personnel that are Indian ranked second.

Johnson-O'Malley (JOM) Community
Indian Education Committees

Table XXIIIc shows that 25 percent of the written comments made by this group identified the need for better understanding of special educational needs of Indian students as being most important. The need for counseling and guidance and/or special programs for Indian students was ranked second.

Teacher Aides

It can be seen from Table XXIIId that this group identified the need for guidance and counseling and/or special programs as being most important for Oklahoma Indian students. A need for more bi-lingual or bi-cultural programs was ranked second.

Tribal Leaders

The present sample of tribal leaders also identified the need for more guidance and counseling services and/or special programs for Indian students as being the most critical need for Oklahoma Indian students (Table XXIIIe). A need for better understanding of special educational needs of Indian students was ranked second.

Grassroots Indians

Table XXIIIf reports the written comments made by the grassroots Indian group. It is evident that the need for more guidance and counseling services and/or special programs for Indian students was ranked as being most important for Oklahoma Indian students. A need for better understanding of special educational needs of Indian students was ranked second.

Public School Administrators

Table XXIIIg reports the written comments made by the present sample of public school administrators. The need for guidance and counseling services and/or special programs for Indian students was identified as being the most important educational need for Oklahoma Indian students.

Public School Teachers

Table XXIIIh reports the written comments made by the sample of public school teachers. The need for guidance and counseling services and/or special programs for Indian students was again identified as being the most important educational need for Oklahoma Indian students.

Indian Students

It can be seen from Table XXIIIi that the sample of Indian students made a total of 90 written comments. Forty-five percent of their comments identified the need for guidance and counseling services and/or special programs for Indian students as being the most important educational need for Oklahoma Indian students.

BIA Administration and Staff

Table XXIIIj reports the written comments made by the sample of BIA administrators and staff members. The need for more guidance and counseling services and/or special programs for Indian students was ranked as being most critical.

All Groups Combined

Table XXIIIk reports the total number of written comments by all ten groups combined. Of the 1,287 comments made, 33 percent identified the need for guidance and counseling services and/or special programs for Indian students as being the most important educational need for Oklahoma Indian students. The need for a better understanding of special educational needs of Indian students was ranked second.

Urban Respondents

The Indian teacher aide, grassroots Indian, public school administrator, public school teacher, and Indian student groups contained a significant number of respondents from urban (school enrollment > 10,000, grades K-12) communities and schools. Tables XXIIIl through XXIIIp

show the number and types of written comments made by the urban respondents within the five groups cited above. It can be seen from Tables XXIIIl through XXIIIp that most of the written comments identified the need for more guidance and counseling services and/or special programs for Indian students as being the most important educational need for Oklahoma Indian students. Table XXIIIa combines and ranks written comments made by all urban groups.

Summary of Additional Educational Goals and Needs for Oklahoma Indian Students

Table XXIV summarizes the written or additional educational needs for Oklahoma Indian students as perceived by each of the ten groups sampled. It is evident that category three (more guidance and counseling services and/or special programs for Indian students) was identified as being the most critical educational need for Oklahoma Indian students by nine of the ten groups sampled.

TABLE IX

BUREAU OF INDIAN AFFAIRS BOARDING SCHOOLS AND DORMITORIES
STATE OF OKLAHOMA, 1974-75

	Name	Location
1.	Carter Seminary**	Ardmore, Oklahoma
2.	Concho Indian School	Concho, Oklahoma
3.	Chilocco Indian School	Chilocco, Oklahoma
4.	Eufaula Dormitory**	Eufaula, Oklahoma
5.	Ft. Sill Indian School	Lawton, Oklahoma
6.	Hammon School*	Hammon, Oklahoma
7.	Jones Academy**	Hartshorne, Oklahoma
8.	Riverside Indian School	Anadarko, Oklahoma
9.	Seneca Indian School	Wyandotte, Oklahoma
10.	Sequoyah Indian School	Tahlequah, Oklahoma

*Contract School

**Dormitory

TABLE X

TWELVE CLUSTERS OF OKLAHOMA TITLE IV - IEA (PART A) PROJECTS SELECTED FOR PARTICIPATION IN STUDY

Cluster	Counties	Number of Title IV Projects or PACs
1.	Adair	9
2.	Choctaw	1
	McCurtain	4
	Pushmataha	1
	LeFlore	2
3.	Ottawa	7
4.	Creek	5
	Okfuskee	5
5.	Seminole	7
6.	Custer	5
	Blaine	4
	Canadian	2
	Kingfisher	1
	Dewey	1
7.	Kiowa	1
	Caddo	10
8.	Comanche	6
	Cotton	2
	Tillman	2
	Stephens	1
	Jackson	1
9.	Cleveland	4
	Oklahoma	2
10.	Garfield	1
	Kay	2
	Pawnee	2
	Payne	1
11.	Tulsa	1
12.	Cleveland	1
	Oklahoma	2
	Comanche	1
Total Counties	28	Total PACs 94

TABLE XI

TEN CLUSTERS OF OKLAHOMA JOM PROJECTS
SELECTED FOR PARTICIPATION IN STUDY

Cluster	Counties	No. of JOM Projects or Committees
1.	Cherokee	11
2.	Coal	3
	Pontotoc	4
3.	Delaware	6
4.	Latimer	1
	LeFlore	1
	Sequoyah	3
5.	McIntosh	3
	Okfuskee	6
	Muskogee	1
	Pittsburg	1
6.	Blaine	4
	Canadian	1
	Kingfisher	1
	Dewey	1
	Custer	2
7.	Caddo	10
	Grady	1
	Kiowa	1
8.	Cleveland	1
	Pottawatomie	4
9.	Comanche	8
	Cotton	1
	Jackson	1
10.	Kay	1
	Noble	2
	Pawnee	1
Total Counties	27	80

TABLE XII

OKLAHOMA PUBLIC SCHOOL DISTRICTS SELECTED FOR PARTICIPATION IN THE STUDY

	County	School District
1.	Adair	Stilwell
2.	Atoka	Harmony
3.	Bryan	Bennington
4.	Blaine	Canton
5.	Caddo	Anadarko
6.	Canadian	Calumet
7.	Carter	Ardmore
8.	Cherokee	Tahlequah
9.	Comanche	Cache
10.	Cotton	Walters
11.	Craig	Ketchum
12.	Creek	Gypsy
13.	Custer	Hammon
14.	Delaware	Jay
15.	Hughes	Holdenville
16.	Kay	Ponca City
17.	Kingfisher	Kingfisher
18.	Kiowa	Hobart
19.	Latimer	Buffalo Valley
20.	McCurtain	Broken Bow
21.	McIntosh	Eufaula
22.	Noble	Red Rock

TABLE XII (continued)

County	School District
23. Okfuskee	Okemah
24. Oklahoma	Oklahoma City
25. Okmulgee	Morris
26. Osage	Fairfax
27. Pawnee	Pawnee
28. Pontotoc	Byng
29. Pottawatomie	Shawnee-Acme
30. Seminole	Wewoka
31. Sequoyah	Vian
32. Tulsa	Tulsa

TABLE XIII

OKLAHOMA TRIBES SELECTED FOR PARTICIPATION IN STUDY

Western Oklahoma Tribes	
1. Absentee Shawnee	10. Kaw
2. Apache	11. Kickapoo of Oklahoma
3. Caddo	12. Kiowa
4. Cheyenne-Arapaho	13. Kiowa-Apache
5. Citizen Band Pottawatomi	14. Otoe-Missouria
6. Comanche	15. Pawnee
7. Delaware	16. Ponca
8. Ft. Sill Apache	17. Sac and Fox of Oklahoma
9. Iowa of Oklahoma	18. Tonkawa
	19. Wichita

EASTERN OKLAHOMA TRIBES	
1. Cherokee	8. Osage
2. Chickasaw	9. Ottawa
3. Choctaw	10. Peoria
4. Creek	11. Quapaw
5. Eastern Shawnee	12. Seminole
6. Miami	13. Seneca
7. Modoc	14. Wyandotte

TABLE XIV

BIA SCHOOL BOARD MEETINGS

School Board and Date of Meeting	Number of Questionnaires Completed
1. Seneca (7-23-75)	5
2. Hammon (7-29-75)	2
3. Concho (8-4-75)	4
4. Chilocco (8-6-75)	5
5. Fort Sill (9-2-75)	0
6. Riverside (10-2-75)	5
TOTAL	21

TABLE XVa

Ten Most Important Educational Goals for Indian Students

And Adequacy With Which Goals Are Being Met As Identified

By BIA School Boards (N = 24)

Rank	Item	Goals By Rank Goal	Weight	Extent to Which Goals Are Being Met 1 Extremely Poor — 2 Poor — 3 Fair But More Needs To Be Done — 4 Satisfactory — 5 Too Much Is Being Done	Mean	S.D.
1	(D)	Develop skills in reading, writing, speaking, and listening.	100		2.75	.85
2	(Q)	Develop good character and self-respect.	80		2.71	.75
3	(P)	Develop pride in work and a feeling of self-worth.	72		2.92	.58
4	(A)	Learn how to be a good citizen.	65		2.88	.68
5	(H)	Learn to respect and get along with people with whom we work and live.	64		2.79	.93
6	(K)	Develop a desire for learning now and in the future.	61		2.79	.72
7	(B)	Learn how to respect and get along with people who think, dress, and act differently.	52		2.71	1.00
8	(I)	Develop skills to enter a specific field of work.	44		2.95	.79
9	(F)	Learn how to examine and use information.	42		2.91	.95
10	(J)	Learn how to be a good manager of money, property, and resources.	40		2.50	.83

TABLE XVb

Ten Most Important Educational Goals for Indian Students

And Adequacy With Which Goals Are Being Met As Identified

By Title IV Boards (Part A) (N = 85)

Rank	Item	Goals By Rank Goal	Weight	Extent to Which Goals Are Being Met 1 Extremely Poor — 2 Poor — 3 Fair But More Needs To Be Done — 4 Satisfactory — 5 Too Much Is Being Done	Mean	S.D.
1	(Q)	Develop good character and self-respect.	100		2.63	.98
2	(D)	Develop skills in reading, writing, speaking, and listening.	99		3.06	.88
3	(P)	Develop pride in work and a feeling of self-worth.	99		2.58	.95
4	(K)	Develop a desire for learning now and in the future.	94		2.71	.94
5	(H)	Learn to respect and get along with people with whom we work and live.	92		2.91	.96
6	(B)	Learn how to respect and get along with people who think, dress, and act differently.	71		2.58	.96
7	(A)	Learn how to be a good citizen.	67		2.89	.95
8	(I)	Develop skills to enter a specific field of work.	65		2.69	.87
9	(R)	Gain a general education.	62		3.17	.71
10	(C)	Learn about and try to understand the changes that take place in the world.	62		2.98	.95

TABLE XVc

Ten Most Important Educational Goals for Indian Students

And Adequacy With Which Goals Are Being Met As Identified

By Johnson-O'Malley Boards (N = 69)

Goals By Rank				Extent to Which Goals Are Being Met: 1 Extremely Poor; 2 Poor; 3 Fair But More Needs To Be Done; 4 Satisfactory; 5 Too Much Is Being Done		
Rank	Item	Goal	Weight		Mean	S.D.
1	(D)	Develop skills in reading, writing, speaking, and listening.	100		3.19	.92
2	(A)	Learn how to be a good citizen.	71		3.46	.72
3	(H)	Learn to respect and get along with people with whom we work and live.	61		3.26	.82
4	(K)	Develop a desire for learning now and in the future.	58		2.94	.89
5	(B)	Learn how to respect and get along with people who think, dress, and act differently.	56		3.28	.94
6	(Q)	Develop good character and self-respect.	53		3.24	.95
7	(P)	Develop pride in work and a feeling of self-worth.	48		2.87	1.02
8	(I)	Develop skills to enter a specific field of work.	48		2.87	.96
9	(J)	Learn how to be a good manager of money, property, and resources.	44		2.72	.92
10	(C)	Learn about and try to understand the changes that take place in the world.	41		3.22	.89

TABLE XVd

Ten Most Important Educational Goals for Indian Students

And Adequacy With Which Goals Are Being Met As Identified

By Indian Teacher Aides (N = 62)

Goals By Rank				Extent to Which Goals Are Being Met 1 Extremely Poor — 2 Poor — 3 Fair But More Needs To Be Done — 4 Satisfactory — 5 Too Much Is Being Done		
Rank	Item	Goal	Weight		Mean	S.D.
1	(D)	Develop skills in reading, writing, speaking, and listening.	100		3.35	.77
2	(P)	Develop pride in work and a feeling of self-worth.	86		3.10	.78
3	(Q)	Develop good character and self-respect.	83		3.18	.74
4	(K)	Develop a desire for learning now and in the future.	79		3.00	.82
5	(H)	Learn to respect and get along with people with whom we work and live.	71		3.31	.74
6	(A)	Learn how to be a good citizen.	66		3.42	.56
7	(R)	Gain a general education.	55		3.40	.66
8	(B)	Learn how to respect and get along with people who think, dress, and act differently.	46		3.34	.63
9	(I)	Develop skills to enter a specific field of work.	34		2.97	.92
10	(J)	Learn how to be a good manager of money, property, and resources.	34		2.70	.90

TABLE XVe

Ten Most Important Educational Goals for Indian Students

And Adequacy With Which Goals Are Being Met As Identified

By Tribal Leaders (N = 66)

Goals By Rank				Extent to Which Goals Are Being Met 1 Extremely Poor; 2 Poor; 3 Fair But More Needs To Be Done; 4 Satisfactory; 5 Too Much Is Being Done		
Rank	Item	Goal	Weight		Mean	S.D.
1	(D)	Develop skills in reading, writing, speaking, and listening.	100		2.74	.86
2	(Q)	Develop good character and self-respect.	92		2.61	.79
3	(P)	Develop pride in work and a feeling of self-worth.	90		2.50	.87
4	(K)	Develop a desire for learning now and in the future.	72		2.52	.83
5	(H)	Learn to respect and get along with people with whom we work and live.	68		2.64	.87
6	(R)	Gain a general education.	59		3.02	.80
7	(I)	Develop skills to enter a specific field of work.	58		2.58	.82
8	(A)	Learn how to be a good citizen.	57		2.73	.83
9	(F)	Learn how to examine and use information.	53		2.55	.83
10	(B)	Learn how to respect and get along with people who think, dress, and act differently.	51		2.45	.84

TABLE XVf

Ten Most Important Educational Goals for Indian Students

And Adequacy With Which Goals Are Being Met As Identified

By Grassroots People (N = 641)

Rank	Item	Goal	Weight	Extent to Which Goals Are Being Met (1 Extremely Poor; 2 Poor; 3 Fair But More Needs To Be Done; 4 Satisfactory; 5 Too Much Is Being Done)	Mean	S.D.
1	(D)	Develop skills in reading, writing, speaking, and listening.	100		3.22	.88
2	(H)	Learn to respect and get along with people with whom we work and live.	92		3.10	.90
3	(A)	Learn how to be a good citizen.	91		3.23	.81
4	(Q)	Develop good character and self-respect.	89		2.98	.87
5	(K)	Develop a desire for learning now and in the future.	84		2.88	.93
6	(P)	Develop pride in work and a feeling of self-worth.	79		2.92	.90
7	(I)	Develop skills to enter a specific field of work.	68		2.84	.90
8	(R)	Gain a general education.	64		3.18	.85
9	(C)	Learn about and try to understand the changes that take place in the world.	63		3.17	.82
10	(J)	Learn how to be a good manager of money, property, and resources.	63		2.67	.95

TABLE XVg

Ten Most Important Educational Goals for Indian Students

And Adequacy With Which Goals Are Being Met As Identified

By Public School Adminstrators (N = 127)

Rank	Item	Goals By Rank — Goal	Weight	Extent to Which Goals Are Being Met (1 Extremely Poor; 2 Poor; 3 Fair But Satisfactory More Needs To Be Done; 4; 5 Too Much Is Being Done)	Mean	S.D.
1	(D)	Develop skills in reading, writing, speaking, and listening.	100		3.40	.69
2	(P)	Develop pride in work and a feeling of self-worth.	74		3.10	.79
3	(Q)	Develop good character and self-respect.	63		3.28	.69
4	(A)	Learn how to be a good citizen.	62		3.57	.54
5	(H)	Learn to respect and get along with people with whom we work and live.	53		3.50	.65
6	(K)	Develop a desire for learning now and in the future.	53		3.00	.80
7	(B)	Learn how to respect and get along with people who think, dress, and act differently.	43		3.52	.67
8	(R)	Gain a general education.	37		3.60	.61
9	(I)	Develop skills to enter a specific field of work.	36		3.06	.83
10	(E)	Understand and practice democratic ideas and ideals.	35		3.39	.69

TABLE XVh

Ten Most Important Educational Goals for Indian Students

And Adequacy With Which Goals Are Being Met As Identified

By Public School Teachers (N = 310)

Rank	Item	Goals By Rank — Goal	Weight	Extent to Which Goals Are Being Met (1 Extremely Poor; 2 Poor; 3 Fair But Satisfactory More Needs To Be Done; 4; 5 Too Much Is Being Done)	Mean	S.D.
1	(D)	Develop skills in reading, writing, speaking, and listening.	100	X	3.31	.81
2	(P)	Develop pride in work and a feeling of self-worth.	81	X	3.12	.81
3	(Q)	Develop good character and self-respect.	76	X	3.12	.86
4	(H)	Learn to respect and get along with people with whom we work and live.	67	X	3.33	.79
5	(A)	Learn how to be a good citizen.	65	X	3.44	.71
6	(K)	Develop a desire for learning now and in the future.	65	X	2.90	.90
7	(R)	Gain a general education.	43	X	3.52	.71
8	(B)	Learn how to respect and get along with people who think, dress, and act differently.	39	X	3.35	.80
9	(J)	Learn how to be a good manager of money, property, and resources.	39	X	2.76	.89
10	(I)	Develop skills to enter a specific field of work.	38	X	2.98	.86

TABLE XVi

Ten Most Important Educational Goals for Indian Students

And Adequacy With Which Goals Are Being Met As Identified

By Indian Students (N = 162)

Rank	Item	Goal	Weight	Extent to Which Goals Are Being Met: 1 Extremely Poor / 2 Poor / 3 Fair But More Needs To Be Done / 4 Satisfactory / 5 Too Much Is Being Done	Mean	S.D.
1	(Q)	Develop good character and self-respect.	100		3.19	.91
2	(H)	Learn to respect and get along with people with whom we work and live.	97		3.30	.88
3	(D)	Develop skills in reading, writing, speaking, and listening.	81		3.43	.92
4	(P)	Develop pride in work and a feeling of self-worth.	77		3.07	.95
5	(A)	Learn how to be a good citizen.	76		3.26	.95
6	(B)	Learn how to respect and get along with people who think, dress, and act differently.	72		3.09	1.03
7	(K)	Develop a desire for learning now and in the future.	70		3.09	.97
8	(I)	Develop skills to enter a specific field of work.	68		3.16	.89
9	(R)	Gain a general education.	67		3.47	.84
10	(C)	Learn about and try to understand the changes that take place in the world.	60		3.26	.79

TABLE XVj

Ten Most Important Educational Goals for Indian Students

And Adequacy With Which Goals Are Being Met As Identified

By BIA Administrators & Staff (N = 56)

Rank	Item	Goals By Rank Goal	Weight	Extent to Which Goals Are Being Met 1 Extremely Poor — 2 Poor — 3 Fair But More Needs To Be Done — 4 Satisfactory — 5 Too Much Is Being Done	Mean	S.D.
1	(D)	Develop skills in reading, writing, speaking, and listening.	100		2.82	.92
2	(Q)	Develop good character and self-respect.	74		2.45	.81
3	(H)	Learn to respect and get along with people with whom we work and live.	72		2.59	.76
4	(K)	Develop a desire for learning now and in the future.	70		2.63	.80
5	(P)	Develop pride in work and a feeling of self-worth.	67		2.63	.82
6	(A)	Learn how to be a good citizen.	62		2.78	.76
7	(R)	Gain a general education.	48		3.12	.76
8	(B)	Learn how to respect and get along with people who think, dress, and act differently.	44		2.46	.76
9	(I)	Develop skills to enter a specific field of work.	42		2.80	.86
10	(J)	Learn how to be a good manager of money, property, and resources.	36		2.35	.75

TABLE XVk

Ten Most Important Educational Goals for Indian Students

And Adequacy With Which Goals Are Being Met

As Identified By All Groups Combined
(N =1618)

Rank	Item	Educational Program Goal	Weight	Extent to Which Goals Are Being Met: 1 Extremely Poor; 2 Poor; 3 Fair But More Needs To Be Done; 4 Satisf.; 5 Too Much Is Being Done	Mean	S.D.
1	(D.)	Develop skills in reading, writing, speaking, and listening.	100		3.23	.87
2	(Q.)	Develop good character and self-respect.	84		3.02	.88
3	(P.)	Develop pride in work and a feeling of self-worth.	80		2.95	.89
4	(H.)	Learn to respect and get along with people with whom we work and live.	79		3.16	.87
5	(A.)	Learn how to be a good citizen.	76		3.26	.81
6	(K.)	Develop a desire for learning now and in the future.	74		2.89	.91
7	(B.)	Learn how to respect and get along with people who think, dress, and act differently.	55		3.10	.89
8	(R.)	Gain a general education.	54		3.31	.80
9	(I.)	Develop skills to enter a specific field of work.	54		2.90	.89
10	(J.)	Learn how to be a good manager of money, property, and resources.	49		2.70	.91

TABLE XVl

Ten Most Important Educational Goals for Indian Students

And Adequacy With Which Goals Are Being Met

As Identified By URBAN Indian Teacher Aides
(N = 23)

Rank	Item	Educational Program Goal	Weight	Extent to Which Goals Are Being Met (1 Extremely Poor; 2 Poor; 3 Fair But More Needs To Be Done; 4 Satisf.; 5 Too Much Is Being Done)	Mean	S.D.
1	(D.)	Develop skills in reading, writing, speaking, and listening.	100		3.00	.85
2	(Q.)	Develop good character and self-respect.	88		3.04	.77
3	(P.)	Develop pride in work and a feeling of self-worth.	85		3.09	.85
4	(K.)	Develop a desire for learning now and in the future.	83		2.83	.94
5	(H.)	Learn to respect and get along with people with whom we work and live.	71		3.04	.71
6	(A.)	Learn how to be a good citizen.	69		3.13	.55
7	(B.)	Learn how to respect and get along with people who think, dress, and act differently.	38		3.04	.64
7	(N.)	Appreciate culture and beauty in the world.	38		3.17	1.03
9	(R.)	Gain a general education.	35		3.26	.69
10	(C.)	Learn about and try to understand the changes that take place in the world.	31		3.13	.76

TABLE XVm

Ten Most Important Educational Goals for Indian Students

And Adequacy With Which Goals Are Being Met

As Identified By URBAN Grassroots People
(N = 185)

Rank	Item	Educational Program Goal	Weight	Extent to Which Goals Are Being Met: 1 Extremely Poor; 2 Poor; 3 Fair But More Needs To Be Done; 4 Satisf.; 5 Too Much Is Being Done	Mean	S.D.
1	(D.)	Develop skills in reading, writing, speaking, and listening.	100		3.19	.88
2	(Q.)	Develop good character and self-respect.	96		2.99	.81
3	(H.)	Learn to respect and get along with people with whom we work and live.	90		3.13	.89
4	(K.)	Develop a desire for learning now and in the future.	86		2.86	.94
5	(P.)	Develop pride in work and a feeling of self-worth.	85		2.93	.92
6	(A.)	Learn how to be a good citizen.	81		3.18	.82
7	(J.)	Learn how to be a good manager of money, property, and resources.	72		2.67	.97
8	(B.)	Learn how to respect and get along with people who think, dress, and act differently.	66		3.06	.82
9	(I.)	Develop skills to enter a specific field of work.	62		2.83	.92
10	(R.)	Gain a general education.	54		3.27	.80

TABLE XVn

Ten Most Important Educational Goals for Indian Students

And Adequacy With Which Goals Are Being Met

As Identified By URBAN Public School Adminstrators
(N = 45)

Rank	Item	Educational Program Goal	Weight	Extent to Which Goals Are Being Met (1 Extremely Poor; 2 Poor; 3 Fair But More Needs To Be Done; 4 Satisf.; 5 Too Much Is Being Done)	Mean	S.D.
1	(D.)	Develop skills in reading, writing, speaking, and listening.	100		3.30	.70
2	(P.)	Develop pride in work and a feeling of self-worth.	82		3.02	.83
3	(Q.)	Develop good character and self-respect.	68		3.11	.75
4	(K.)	Develop a desire for learning now and in the future.	52		2.80	.85
5	(H.)	Learn to respect and get along with people with whom we work and live.	52		3.27	.76
6	(A.)	Learn how to be a good citizen.	51		3.45	.59
7	(B.)	Learn how to respect and get along with people who think, dress, and act differently.	41		3.43	.59
8	(R.)	Gain a general education.	38		3.45	.73
9	(I.)	Develop skills to enter a specific field of work.	38		2.89	.89
10	(E.)	Understand and practice democratic ideas and ideals.	32		3.11	.84

TABLE XVo

Ten Most Important Educational Goals for Indian Students

And Adequacy With Which Goals Are Being Met

As Identified By URBAN Public School Teachers
(N = 82)

Rank	Item	Educational Program Goal	Weight	Extent to Which Goals Are Being Met (1 Extremely Poor · 2 Poor · 3 Fair But More Needs To Be Done · 4 Satisf. · 5 Too Much Is Being Done)	Mean	S.D.
1	(D.)	Develop skills in reading, writing, speaking, and listening.	100		3.21	.79
2	(P.)	Develop pride in work and a feeling of self-worth.	88		3.26	.69
3	(Q.)	Develop good character and self-respect.	78		3.31	.70
4	(K.)	Develop a desire for learning now and in the future.	61		2.98	.81
4	(H.)	Learn to respect and get along with people with whom we work and live.	61		3.35	.65
6	(B.)	Learn how to respect and get along with people who think, dress, and act differently.	50		3.38	.81
7	(A.)	Learn How to be a good citizen.	43		3.46	.63
8	(F.)	Learn how to examine and use information.	40		3.10	.83
9	(R.)	Gain a general education.	38		3.40	.75
10	(I.)	Develop skills to enter a specific field of work.	33		2.77	.89

TABLE XVp

Ten Most Important Educational Goals for Indian Students

And Adequacy With Which Goals Are Being Met

As Identified By URBAN Indian Students
(N = 55)

Rank	Item	Educational Program Goal	Weight	Extent to Which Goals Are Being Met (1 Extremely Poor; 2 Poor; 3 Fair But More Needs To Be Done; 4 Satisf.; 5 Too Much Is Being Done)	Mean	S.D.
1	(H.)	Learn to respect and get along with people with whom we work and live.	100	3	3.25	.92
2	(Q.)	Develop good character and self-respect.	83	3	3.09	.90
3	(P.)	Develop pride in work and a feeling of self-worth.	81	3	2.91	.97
4	(B.)	Learn how to respect and get along with people who think, dress, and act differently.	77	3	2.91	1.13
5	(D.)	Develop skills in reading, writing, speaking, and listening.	76	3	3.11	.95
6	(I.)	Develop skills to enter a specific field of work.	71	3	3.17	.79
7	(J.)	Learn how to be a good manager of money, property, and resources.	63	3	2.87	.86
8	(C.)	Learn about and try to understand the changes that take place in the world.	61	3	3.25	.78
9	(K.)	Develop a desire for learning now and in the future.	57	3	3.00	1.07
10	(A.)	Learn how to be a good citizen.	56	3	3.16	.92

TABLE XVq

Ten Most Important Educational Goals for Indian Students

And Adequacy With Which Goals Are Being Met

As Identified By URBAN All Groups Combined
(N = 403)

Rank	Item	Educational Program Goal	Weight	Extent to Which Goals Are Being Met 1 Extremely Poor — 2 Poor — 3 Fair But More Needs To Be Done — 4 Satisf. — 5 Too Much Is Being Done	Mean	S.D.
1	(D.)	Develop skills in reading, writing, speaking, and listening.	100	!.....!.....!.X.....!.....!	3.16	.86
2	(H.)	Learn to respect and get along with people with whom we work and live.	81	!.....!.....!.X.....!.....!	3.18	.83
3	(K.)	Develop a desire for learning now and in the future.	76	!.....!.....X!.....!.....!	2.87	.93
4	(Q.)	Develop good character and self-respect.	76	!.....!.....!X.....!.....!	3.06	.82
5	(P.)	Develop pride in work and a feeling of self-worth.	75	!.....!.....X.....!.....!	2.98	.89
6	(A.)	Learn how to be a good citizen.	66	!.....!.....!..X.....!.....!	3.26	.76
7	(B.)	Learn how to respect and get along with people who think, dress, and act differently.	60	!.....!.....!X.....!.....!	3.13	.86
8	(I.)	Develop skills to enter a specific field of work.	52	!.....!.....X.!.....!.....!	2.85	.90
9	(J.)	Learn how to be a good manager of money, property, and resources.	50	!.....!.....X..!.....!.....!	2.67	.90
10	(F.)	Learn how to examine and use information.	44	!.....!.....!X.....!.....!	3.06	.85

TABLE XVI

COMPARISON OF GOAL RATINGS BY GROUP

Group	Rating of Goal 2.00 - 2.99	3.00 - 3.99
1. BIA Advisory School Boards	10	0
2. Title IV PACs	8	2
3. JOM Committees	4	6
4. Teacher Aides	2	8
5. Tribal Leaders	9	1
6. Grassroots Indians	5	5
7. Public School Administrators	0	10
8. Public School Teachers	3	7
9. Indian Students	0	10
10. BIA Administration and Staff	9	1

TABLE XVII

SUMMARY OF GROUP RANKING OF TEN MOST IMPORTANT EDUCATIONAL GOALS FOR OKLAHOMA INDIAN STUDENTS

Rank	BIA Advisory School Boards	Title IV Parent Advisory Committees	JOM Committees	Indian Teacher Aides & Indian Counselors	Tribal Leaders	Grassroots Indians	Public School Administrators	Public School Teachers	Indian Students	BIA Administrators & Staff
1.	D	Q	D	D	D	D	D	D	Q	D
2.	Q	D	A	P	Q	H	P	P	H	Q
3.	P	P	H	Q	P	A	Q	Q	D	H
4.	A	K	K	K	K	Q	A	H	P	K
5.	H	H	B	H	H	K	H	A	A	P
6.	K	B	Q	A	R	P	K	K	B	A
7.	B	A	P	R	I	I	B	R	K	R
8.	I	I	I	B	A	R	R	B	I	B
9.	F	R	J	I	F	C	I	J	R	I
10.	J	C	C	J	B	J	E	I	C	J

TABLE XVIIIa

Educational Program Needs of Oklahoma Indian Students
As Perceived by BIA School Boards (N = 24)

No.	Mean	S.D.	1 Strongly Disagree	2 Disagree	3 Neutral	4 Agree	5 Strongly Agree
1	4.33	0.56					
2	4.42	0.50					
3	4.17	0.82					
4	4.39	0.78					
5	4.50	0.72					
6	4.67	0.70					
7	4.21	0.98					
8	4.58	0.50					
9	4.78	0.42					
10	4.04	1.04					
11	4.14	0.77					
12	4.00	0.93					
13	2.10	1.09					
14	4.23	0.53					
15	3.91	0.53					
16	4.14	0.64					
17	3.27	1.24					
18	3.29	0.96					
19	3.82	0.91					
20	3.41	1.16					
21	3.33	1.20					
22	4.00	1.07					
23	4.29	0.75					
24	4.42	0.50					
25	4.21	0.59					
26	4.46	0.51					
27	4.33	0.56					
28	3.96	0.88					
29	4.04	0.46					
30	4.37	0.71					
31	4.37	0.49					
32	4.23	0.53					
33	4.29	0.55					
34	4.48	0.59					
35	4.26	0.75					
36	4.35	0.65					
37	4.13	0.55					
38	4.43	0.59					
39	2.25	1.19					
40	3.96	1.04					
41	3.50	1.26					
42	3.65	1.34					
43	4.52	0.51					

TABLE XVIIIb

Educational Program Needs of Oklahoma Indian Students
As Perceived by Title IV Boards (Part A) (N = 85)

No.	Mean	S.D.	1 Strongly Disagree	2 Disagree	3 Neutral	4 Agree	5 Strongly Agree
1	4.31	0.69			N	A	>
2	4.49	0.61			N	A	>
3	4.33	0.70			N	A	>
4	4.44	0.64			N	A	>
5	4.31	0.66			N	A	>
6	4.63	0.55			N	A	>
7	4.33	0.79			N	A	>
8	4.65	0.48			N	A	>
9	4.40	0.69			N	A	>
10	4.11	0.74			N	A	>
11	4.14	0.64			N	A	>
12	3.92	0.87			N		>
13	2.26	1.02		<	N		
14	4.06	0.80			N	A	>
15	3.83	0.86			N		>
16	4.15	0.72			N	A	>
17	3.29	1.15			N		>
18	4.09	0.84			N	A	>
19	3.98	0.82			N		>
20	3.36	1.29			N		>
21	3.47	1.15			N		>
22	4.29	0.74			N	A	>
23	4.05	0.94			N	A	>
24	4.36	0.77			N	A	>
25	3.87	0.83			N		>
26	4.64	0.48			N	A	>
27	4.44	0.64			N	A	>
28	3.76	0.99			N		>
29	4.22	0.52			N	A	>
30	4.60	0.54			N	A	>
31	4.40	0.56			N	A	>
32	4.28	0.65			N	A	>
33	4.27	0.66			N	A	>
34	4.38	0.67			N	A	>
35	4.39	0.62			N	A	>
36	4.44	0.63			N	A	>
37	3.76	0.96			N		>
38	4.30	0.60			N	A	>
39	1.61	0.76		<	D		N
40	3.62	1.23			N		>
41	3.22	1.27			N		>
42	3.29	1.24			N		>
43	4.29	0.84			N	A	>

TABLE XVIIIc

Educational Program Needs of Oklahoma Indian Students
As Perceived by Johnson-O'Malley Boards (N = 69)

No.	Mean	S.D.	1 Strongly Disagree	2 Disagree	3 Neutral	4 Agree	5 Strongly Agree
1	4.16	0.79			N	A	
2	4.56	0.61			N	A	
3	4.13	0.89			N	A	
4	4.19	0.78			N	A	
5	4.17	0.77			N	A	
6	4.60	0.69			N	A	
7	4.35	0.98			N	A	
8	4.48	0.72			N	A	
9	4.45	0.68			N	A	
10	4.09	0.74			N	A	
11	4.17	0.64			N	A	
12	3.55	1.00			N		
13	2.42	1.06			N		
14	3.81	0.82			N		
15	3.96	0.81			N		
16	3.84	0.84			N		
17	3.41	1.20			N		
18	3.58	1.17			N		
19	3.99	0.76			N		
20	3.85	1.00			N		
21	3.57	1.05			N		
22	4.29	0.71			N	A	
23	4.30	0.71			N	A	
24	4.29	0.65			N	A	
25	3.71	0.83			N		
26	4.54	0.56			N	A	
27	4.22	0.72			N	A	
28	3.59	0.87			N		
29	4.12	0.74			N	A	
30	4.49	0.63			N	A	
31	4.26	0.66			N	A	
32	4.09	0.64			N	A	
33	4.35	0.61			N	A	
34	4.25	0.72			N	A	
35	4.25	0.76			N	A	
36	4.46	0.63			N	A	
37	3.93	0.96			N		
38	4.37	0.57			N	A	
39	1.91	1.02		D	N		
40	3.84	1.13			N		
41	3.58	1.23			N		
42	3.69	1.21			N		
43	4.25	0.93			N	A	

TABLE XVIIId

Educational Program Needs of Oklahoma Indian Students
As Perceived by Indian Teacher Aides (N = 62)

No.	Mean	S.D.	1 Strongly Disagree	2 Disagree	3 Neutral	4 Agree	5 Strongly Agree
1	3.95	0.80			N		
2	4.15	0.85			N	A	
3	3.85	1.05			N		
4	4.05	0.82			N	A	
5	3.95	0.80			N		
6	4.31	0.80			N	A	
7	3.72	1.20			N		
8	4.08	0.82			N	A	
9	4.03	0.91			N		
10	3.56	1.09			N		
11	3.95	0.80			N		
12	2.93	1.02			N		
13	2.33	1.26			N		
14	3.51	0.85			N		
15	3.59	1.01			N		
16	3.81	0.85			N		
17	3.23	1.18			N		
18	3.82	0.95			N		
19	3.71	0.98			N		
20	3.69	1.09			N		
21	2.45	1.11			N		
22	3.95	0.88			N		
23	3.74	0.99			N		
24	4.05	0.71			N	A	
25	3.24	0.92			N		
26	4.32	0.59			N	A	
27	3.98	0.87			N		
28	3.47	1.05			N		
29	3.93	0.68			N		
30	4.16	0.79			N	A	
31	4.13	0.57			N	A	
32	4.11	0.66			N	A	
33	3.69	0.92			N		
34	3.81	1.02			N		
35	3.88	0.87			N		
36	3.73	1.01			N		
37	3.63	0.93			N		
38	3.98	0.78			N		
39	2.42	1.16			N		
40	3.34	1.15			N		
41	3.34	0.95			N		
42	3.44	1.20			N		
43	3.78	1.13			N		

TABLE XVIIIe

Educational Program Needs of Oklahoma Indian Students
As Perceived by Tribal Leaders (N = 66)

No.	Mean	S.D.	1 Strongly Disagree	2 Disagree	3 Neutral	4 Agree	5 Strongly Agree
1	4.31	0.66				N	A
2	4.48	0.53				N	A
3	4.32	0.76				N	A
4	4.33	0.59				N	A
5	4.26	0.64				N	A
6	4.57	0.59				N	A
7	4.25	0.78				N	A
8	4.45	0.53				N	A
9	4.44	0.69				N	A
10	4.23	0.66				N	A
11	4.02	0.76				N	
12	3.79	0.88				N	
13	2.35	1.11			N		
14	3.98	0.72				N	
15	4.06	0.83				N	A
16	4.05	0.74				N	A
17	3.75	0.89				N	
18	3.89	0.78				N	
19	4.11	0.77				N	A
20	3.77	1.06				N	
21	3.36	1.02				N	
22	4.20	0.76				N	A
23	4.29	0.55				N	A
24	4.45	0.56				N	A
25	3.95	0.69				N	
26	4.46	0.56				N	A
27	4.17	0.74				N	A
28	3.95	0.82				N	
29	4.26	0.66				N	A
30	4.56	0.53				N	A
31	4.39	0.65				N	A
32	4.12	0.60				N	A
33	4.11	0.73				N	A
34	4.11	0.71				N	A
35	4.17	0.72				N	A
36	4.33	0.62				N	A
37	4.26	0.69				N	A
38	4.35	0.62				N	A
39	2.09	1.16			N		
40	3.83	1.18				N	
41	3.29	1.31				N	
42	3.22	1.33				N	
43	4.11	0.98				N	A

TABLE XVIIIf

Educational Program Needs of Oklahoma Indian Students
As Perceived by Grassroots People (N =650)

No.	Mean	S.D.	1 Strongly Disagree	2 Disagree	3 Neutral	4 Agree	5 Strongly Agree
1	4.06	0.82			N	A>	
2	4.26	0.72			N	A>	
3	4.19	0.74			N	A>	
4	4.25	0.70			N	A>	
5	4.17	0.75			N	A>	
6	4.41	0.74			N	A>	
7	4.19	0.88			N	A>	
8	4.30	0.77			N	A>	
9	4.27	0.76			N	A>	
10	4.10	0.82			N	A>	
11	4.04	0.79			N	A>	
12	3.59	0.95			N>		
13	2.54	1.15		<=	N		
14	3.87	0.85			N>		
15	3.87	0.89			N>		
16	3.92	0.80			N>		
17	3.54	1.01			N>		
18	3.74	0.97			N>		
19	4.00	0.78			N>		
20	3.74	1.14			N>		
21	3.46	1.15			N>		
22	4.25	0.78			N	A>	
23	4.11	0.78			N	A>	
24	4.32	0.68			N	A>	
25	3.81	0.82			N>		
26	4.30	0.67			N	A>	
27	4.14	0.76			N	A>	
28	3.85	0.88			N>		
29	3.99	0.74			N>		
30	4.37	0.67			N	A>	
31	4.20	0.69			N	A>	
32	4.09	0.68			N	A>	
33	4.17	0.75			N	A>	
34	4.13	0.81			N	A>	
35	4.12	0.80			N	A>	
36	4.12	0.84			N	A>	
37	3.99	0.89			N>		
38	4.21	0.70			N	A>	
39	2.39	1.21		<=	N		
40	3.45	1.23			N>		
41	3.56	1.19			N>		
42	3.45	1.15			N>		
43	4.29	0.87			N	A>	

TABLE XVIIIg

Educational Program Needs of Oklahoma Indian Students
As Perceived by Publice School Adminstrators (N =128)

No.	Mean	S.D.	1 Stronglv Disagree	2 Disagree	3 Neutral	4 Agree	5 Stronglv Agree
1	3.69	0.85			N==========>		
2	4.13	0.62			N==========A==>		
3	3.49	0.94			N==========>		
4	3.54	0.93			N==========>		
5	3.84	0.76			N==========>		
6	4.06	0.71			N==========A>		
7	2.82	1.16			<===N		
8	3.66	0.76			N==========>		
9	3.73	0.82			N==========>		
10	2.98	1.04			<		
11	4.01	0.56			N==========>		
12	3.12	1.02			N==>		
13	2.98	1.21			<		
14	3.35	0.86			N=======>		
15	2.74	0.97			<=====N		
16	3.30	1.11			N======>		
17	2.62	1.07			<=======N		
18	3.15	1.10			N==>		
19	3.54	0.99			N==========>		
20	3.87	1.02			N==========>		
21	1.94	0.91		<D==========N			
22	3.70	1.07			N==========>		
23	3.29	1.00			N======>		
24	3.68	0.75			N==========>		
25	3.31	1.00			N======>		
26	3.77	0.80			N==========>		
27	3.60	0.85			N==========>		
28	2.98	0.91			<		
29	3.78	0.74			N==========>		
30	3.97	0.62			N==========>		
31	4.20	0.57			N==========A===>		
32	3.97	0.73			N==========>		
33	3.51	0.89			N==========>		
34	2.85	1.11			<==N		
35	3.11	1.06			N=>		
36	3.39	0.97			N=========>		
37	2.85	0.98			<==N		
38	3.90	0.84			N==========>		
39	3.34	1.15			N=======>		
40	2.86	1.18			<==N		
41	3.63	1.01			N==========>		
42	3.56	1.09			N==========>		
43	2.78	1.18			<====N		

TABLE XVIIIh

Educational Program Needs of Oklahoma Indian Students
As Perceived by Public School Teachers (N =311)

No.	Mean	S.D.	1 Strongly Disagree	2 Disagree	3 Neutral	4 Agree	5 Strongly Agree
1	3.58	0.92			N==========>		
2	4.06	0.62			N==========A>		
3	3.66	1.02			N==========>		
4	3.56	1.01			N==========>		
5	3.83	0.86			N==========>		
6	3.99	0.82			N==========>		
7	2.91	1.18			<=N		
8	3.70	0.92			N==========>		
9	3.84	0.97			N==========>		
10	3.13	1.10			N==>		
11	3.93	0.74			N==========>		
12	3.02	0.98			>		
13	2.91	1.17			<=N		
14	3.38	0.94			N========>		
15	2.87	1.03			<==N		
16	3.18	1.17			N===>		
17	2.71	1.07			<======N		
18	3.31	1.07			N======>		
19	3.72	0.91			N==========>		
20	3.85	1.02			N==========>		
21	1.79	0.83		<====D==========N			
22	3.63	1.04			N==========>		
23	3.16	0.98			N==>		
24	3.79	0.73			N==========>		
25	3.20	0.99			N====>		
26	3.73	0.90			N==========>		
27	3.55	0.89			N==========>		
28	2.95	0.95			<N		
29	3.67	0.79			N==========>		
30	3.85	0.78			N==========>		
31	4.00	0.64			N==========>		
32	3.97	0.63			N==========>		
33	3.40	0.89			N========>		
34	2.93	1.04			<N		
35	3.11	1.03			N=>		
36	3.36	1.01			N========>		
37	3.17	1.03			N===>		
38	3.86	0.72			N==========>		
39	3.01	1.13			>		
40	2.78	1.09			<====N		
41	3.50	1.00			N==========>		
42	3.47	1.13			N==========>		
43	2.99	1.20			<		

TABLE XVIIIi

Educational Prograa Needs of Oklahoma Indian Students
As Perceived by Indian Students (N =166)

No.	Mean	S.D.	1 Stronslv Disagree	2 Disagree	3 Neutral	4 Agree	5 Stronslv Agree
1	3.96	0.84			N		
2	4.10	0.81			N	A	
3	4.01	0.85			N		
4	4.24	0.84			N	A	
5	4.07	0.95			N	A	
6	4.17	0.74			N	A	
7	3.95	0.93			N		
8	3.85	0.85			N		
9	3.99	0.91			N		
10	4.10	0.94			N	A	
11	3.92	0.80			N		
12	3.65	1.04			N		
13	2.55	1.03			N		
14	3.71	0.94			N		
15	3.47	0.98			N		
16	3.99	0.76			N		
17	3.63	1.06			N		
18	3.69	1.13			N		
19	3.83	0.79			N		
20	3.70	1.10			N		
21	3.19	1.13			N		
22	3.98	0.92			N		
23	3.89	0.84			N		
24	4.20	0.75			N	A	
25	3.80	0.78			N		
26	4.06	0.74			N	A	
27	3.78	0.89			N		
28	3.63	0.85			N		
29	3.85	0.73			N		
30	4.02	0.86			N		
31	3.71	0.77			N		
32	3.92	0.89			N		
33	4.15	0.79			N	A	
34	3.74	0.91			N		
35	3.73	0.82			N		
36	3.87	0.72			N		
37	3.70	0.81			N		
38	4.08	0.76			N	A	
39	2.91	1.16			N		
40	3.25	1.07			N		
41	3.75	0.86			N		
42	3.45	0.94			N		
43	3.98	0.93			N		

TABLE XVIIIj

Educational Program Needs of Oklahoma Indian Students
As Perceived by BIA Administrators & Staff (N = 57)

No.	Mean	S.D.	1 Strongly Disagree	2 Disagree	3 Neutral	4 Agree	5 Strongly Agree
1	3.80	0.78			N		
2	4.31	0.69			N	A	
3	4.31	0.75			N	A	
4	4.18	0.58			N	A	
5	4.04	0.74			N		
6	4.41	0.60			N	A	
7	3.53	1.15			N		
8	4.12	0.74			N	A	
9	4.57	0.57			N	A	
10	3.62	0.95			N		
11	4.02	0.78			N		
12	3.49	0.85			N		
13	2.34	1.04			N		
14	3.91	0.73			N		
15	3.44	1.01			N		
16	3.66	0.90			N		
17	2.98	1.17					
18	3.63	0.81			N		
19	3.84	0.81			N		
20	3.80	1.04			N		
21	2.35	1.08			N		
22	4.06	0.74			N	A	
23	4.11	0.74			N	A	
24	4.07	0.60			N	A	
25	3.82	0.84			N		
26	4.13	0.75			N	A	
27	4.04	0.77			N		
28	3.09	1.12			N		
29	4.07	0.66			N	A	
30	4.23	0.74			N	A	
31	4.29	0.60			N	A	
32	4.12	0.60			N	A	
33	3.98	0.71			N		
34	3.62	0.93			N		
35	3.62	0.93			N		
36	4.04	0.76			N		
37	3.64	0.91			N		
38	4.25	0.58			N	A	
39	2.78	1.30			N		
40	3.02	1.10					
41	3.71	1.00			N		
42	3.27	1.19			N		
43	3.56	1.19			N		

TABLE XVIIIk

Educational Program Needs of Oklahoma Indian Students
As Perceived by All Groups Combined (N =***)

No.	Mean	S.D.	1 Strongly Disagree	2 Disagree	3 Neutral	4 Agree	5 Strongly Agree
1	3.95	0.85			N		
2	4.23	0.70			N	A	
3	4.02	0.89			N		
4	4.06	0.86			N	A	
5	4.07	0.81			N	A	
6	4.30	0.76			N	A	
7	3.79	1.15			N		
8	4.11	0.84			N	A	
9	4.15	0.85			N	A	
10	3.79	1.02			N		
11	4.01	0.75			N		
12	3.45	1.01			N		
13	2.60	1.16		<	N		
14	3.72	0.89			N		
15	3.53	1.04			N		
16	3.74	0.96			N		
17	3.27	1.12			N		
18	3.62	1.03			N		
19	3.88	0.85			N		
20	3.75	1.10			N		
21	2.91	1.28		<	N		
22	4.04	0.91			N	A	
23	3.84	0.94			N		
24	4.15	0.74			N	A	
25	3.64	0.91			N		
26	4.16	0.77			N	A	
27	3.97	0.85			N		
28	3.53	0.99			N		
29	3.93	0.74			N		
30	4.22	0.75			N	A	
31	4.14	0.68			N	A	
32	4.06	0.69			N	A	
33	3.96	0.85			N		
34	3.75	1.03			N		
35	3.81	0.98			N		
36	3.92	0.93			N		
37	3.69	1.00			N		
38	4.12	0.72			N	A	
39	2.58	1.23		<	N		
40	3.29	1.22			N		
41	3.54	1.12			N		
42	3.45	1.14			N		
43	3.84	1.15			N		

TABLE XVIIIl

Educational Program Needs of Oklahoma Indian Students
As Perceived by URBAN Indian Teacher Aides (N = 23)

No.	Mean	S.D.	1 Strongly Disagree	2 Disagree	3 Neutral	4 Agree	5 Strongly Agree
1	4.43	0.66			N	A	>
2	4.22	0.74			N	A	>
3	4.26	0.81			N	A	>
4	4.65	0.49			N	A	>
5	4.30	0.70			N	A	>
6	4.70	0.47			N	A	>
7	4.61	0.78			N	A	>
8	4.55	0.60			N	A	>
9	4.43	0.73			N	A	>
10	4.04	0.82			N	A	>
11	3.83	0.78			N	>	
12	3.18	0.91			N	>	
13	1.57	0.79	<	D	N		
14	3.83	0.65			N	>	
15	4.09	0.79			N	A	>
16	3.91	0.60			N	>	
17	3.91	0.97			N	>	
18	4.09	0.67			N	A	>
19	4.04	0.82			N	A	>
20	3.83	1.19			N	>	
21	2.48	1.16		<	N		
22	4.30	0.70			N	A	>
23	3.96	1.07			N	>	
24	4.30	0.56			N	A	>
25	3.57	0.95			N	>	
26	4.57	0.51			N	A	>
27	4.35	0.65			N	A	>
28	3.91	0.87			N	>	
29	4.22	0.60			N	A	>
30	4.30	0.76			N	A	>
31	4.17	0.65			N	A	>
32	4.13	0.69			N	A	>
33	3.87	0.92			N	>	
34	4.43	0.73			N	A	>
35	4.17	0.89			N	A	>
36	3.96	0.93			N	>	
37	3.78	0.95			N	>	
38	4.14	0.71			N	A	>
39	1.52	0.51	<	D	N		
40	3.48	1.20			N	>	
41	3.17	1.07			N	>	
42	3.35	1.34			N	>	
43	4.43	0.95			N	A	>

TABLE XVIIIm

Educational Program Needs of Oklahoma Indian Students
As Perceived by URBAN Grassroots People (N =185)

No.	Mean	S.D.	1 Strongly Disagree	2 Disagree	3 Neutral	4 Agree	5 Strongly Agree
1	4.02	0.86			N	A	
2	4.35	0.70			N	A	
3	4.26	0.81			N	A	
4	4.29	0.71			N	A	
5	4.16	0.78			N	A	
6	4.39	0.82			N	A	
7	4.18	0.97			N	A	
8	4.25	0.84			N	A	
9	4.30	0.74			N	A	
10	4.11	0.86			N	A	
11	4.08	0.74			N	A	
12	3.60	1.00			N		
13	2.29	1.12		<	N		
14	3.84	0.91			N		
15	3.78	1.02			N		
16	3.86	0.83			N		
17	3.49	0.98			N		
18	3.71	1.00			N		
19	3.98	0.85			N		
20	3.84	1.11			N		
21	3.32	1.17			N		
22	4.36	0.71			N	A	
23	4.22	0.75			N	A	
24	4.29	0.69			N	A	
25	3.73	0.82			N		
26	4.27	0.70			N	A	
27	4.13	0.78			N	A	
28	3.73	0.93			N		
29	3.96	0.70			N		
30	4.32	0.72			N	A	
31	4.17	0.67			N	A	
32	4.11	0.64			N	A	
33	4.09	0.81			N	A	
34	4.03	0.85			N		
35	4.08	0.81			N	A	
36	4.15	0.81			N	A	
37	3.95	0.94			N		
38	4.22	0.67			N	A	
39	2.23	1.15		<	N		
40	3.52	1.25			N		
41	3.46	1.23			N		
42	3.50	1.10			N		
43	4.38	0.83			N	A	

TABLE XVIIIn

Educational Program Needs of Oklahoma Indian Students
As Perceived by URBAN Publice School Adminstrators (N = 45)

No.	Mean	S.D.	1 Stronsly Disagree	2 Disagree	3 Neutral	4 Agree	5 Stronsly Agree
1	3.77	0.91			N==========>		
2	4.17	0.70			N==========A===>		
3	3.58	1.01			N==========>		
4	3.56	1.12			N==========>		
5	3.98	0.92			N==========>		
6	4.02	0.85			N==========>		
7	2.88	1.16			<=N		
8	3.77	0.84			N==========>		
9	3.77	0.86			N==========>		
10	2.96	1.19			<N		
11	3.86	0.67			N==========>		
12	3.41	1.02			N=========>		
13	2.86	1.42			<==N		
14	3.36	0.94			N========>		
15	2.76	1.09			<=====N		
16	3.18	1.13			N===>		
17	2.78	1.22			<====N		
18	3.43	1.09			N=========>		
19	3.52	1.02			N==========>		
20	3.91	1.04			N==========>		
21	2.07	1.11		<==========N			
22	3.73	1.17			N==========>		
23	3.23	1.06			N====>		
24	3.62	0.79			N==========>		
25	3.10	1.19			N=>		
26	3.80	0.78			N==========>		
27	3.78	0.79			N==========>		
28	2.88	0.93			<==N		
29	3.90	0.80			N==========>		
30	4.15	0.61			N==========A==>		
31	4.43	0.50			N==========A=========>		
32	4.24	0.62			N==========A=====>		
33	3.74	0.79			N==========>		
34	2.98	1.22			<		
35	3.12	1.14			N=>		
36	3.50	1.11			N==========>		
37	2.91	1.00			<=N		
38	3.88	0.96			N==========>		
39	3.45	1.23			N=========>		
40	2.95	1.31			<N		
41	3.50	1.11			N==========>		
42	3.69	1.26			N==========>		
43	2.90	1.28			<=N		

TABLE XVIIIo

Educational Program Needs of Oklahoma Indian Students
As Perceived by URBAN Public School Teachers (N = 82)

No.	Mean	S.D.	1 Strongly Disagree	2 Disagree	3 Neutral	4 Agree	5 Strongly Agree
1	3.80	0.89			N	>	
2	4.07	0.68			N	A>	
3	3.91	0.98			N	>	
4	3.86	0.87			N	>	
5	4.07	0.77			N	A>	
6	4.09	0.80			N	A=>	
7	3.04	1.20			>		
8	3.85	1.01			N	>	
9	4.12	0.89			N	A==>	
10	3.33	1.04			N	>	
11	3.93	0.82			N	>	
12	3.41	0.94			N	>	
13	2.60	1.06			<=======N		
14	3.71	0.85			N	>	
15	3.09	1.00			N	=>	
16	3.05	1.16			N	>	
17	3.02	1.04			>		
18	3.78	1.00			N	>	
19	3.90	0.82			N	==>	
20	3.91	0.94			N	==>	
21	1.79	0.82		<====D	==========N		
22	3.89	0.97			N	==>	
23	3.22	0.98			N	====>	
24	3.90	0.66			N	==>	
25	3.35	0.99			N	====>	
26	3.95	0.89			N	==>	
27	3.68	0.89			N	==>	
28	3.41	0.93			N	==>	
29	3.88	0.78			N	==>	
30	4.07	0.73			N	A>	
31	4.13	0.54			N	A==>	
32	4.16	0.66			N	A==>	
33	3.46	0.81			N	==>	
34	3.17	1.00			N	===>	
35	3.16	0.96			N	===>	
36	3.49	1.04			N	==>	
37	3.18	1.02			N	===>	
38	3.90	0.70			N	==>	
39	2.57	1.04			<=========N		
40	2.80	1.06			<====N		
41	3.43	1.12			N	====>	
42	3.49	1.11			N	==>	
43	3.26	1.20			N	===>	

TABLE XVIIIp

Educational Program Needs of Oklahoma Indian Students
As Perceived by URBAN Indian Students (N = 55)

No.	Mean	S.D.	1 Strongly Disagree	2 Disagree	3 Neutral	4 Agree	5 Strongly Agree
1	4.06	0.80			N=========A>		
2	4.25	0.81			N==========A=====>		
3	4.29	0.70			N==========A=====>		
4	4.53	0.75			N==========A==========>		
5	4.30	0.75			N==========A=====>		
6	4.45	0.67			N==========A==========>		
7	4.36	0.83			N==========A=====>		
8	4.08	0.83			N=========A>		
9	4.17	0.85			N==========A===>		
10	4.45	0.70			N==========A==========>		
11	4.08	0.65			N=========A>		
12	4.09	0.81			N==========A=>		
13	2.40	1.1[illegible]		<==========N			
14	3.89	0.93			N==========>		
15	3.75	0.85			N=========>		
16	3.96	0.74			N==========>		
17	3.91	1.01			N==========>		
18	[illegible].23	0.89			N==========A====>		
19	3.91	0.74			N==========>		
20	4.31	0.76			N==========A=====>		
21	2.87	1.04		<==N			
22	4.33	0.65			N==========A=====>		
23	4.00	0.84			N==========>		
24	4.48	0.70			N==========A==========>		
25	4.02	0.78			N==========>		
26	4.25	0.65			N==========A=====>		
27	4.02	0.75			N==========>		
28	3.88	0.70			N==========>		
29	4.12	0.68			N==========A=>		
30	4.23	0.85			N==========A====>		
31	3.87	0.84			N==========>		
32	4.16	0.86			N==========A=>		
33	4.19	0.86			N==========A===>		
34	3.92	0.77			N==========>		
35	3.94	0.83			N==========>		
36	3.83	0.73			N==========>		
37	3.83	0.78			N==========>		
38	4.25	0.66			N==========A=====>		
39	2.81	1.23		<===N			
40	3.32	1.10			N======>		
41	3.88	0.92			N==========>		
42	3.57	0.91			N=========>		
43	4.21	0.91			N==========A====>		

TABLE XVIIIq

Educational Program Needs of Oklahoma Indian Students
As Perceived by All Groups Combined (N =403)

No.	Mean	S.D.	1 Strongly Disagree	2 Disagree	3 Neutral	4 Agree	5 Strongly Agree
1	3.99	0.86			N==========>		
2	4.26	0.71			N==========A======>		
3	4.12	0.88			N==========A==>		
4	4.18	0.85			N==========A===>		
5	4.16	0.78			N==========A==>		
6	4.32	0.80			N==========A======>		
7	3.86	1.17			N==========>		
8	4.12	0.89			N==========A==>		
9	4.21	0.82			N==========A===>		
10	3.86	1.03			N==========>		
11	4.00	0.74			N==========>		
12	3.60	0.98			N==========>		
13	2.38	1.16		<==========N			
14	3.76	0.90			N==========>		
15	3.54	1.06			N==========>		
16	3.63	0.99			N==========>		
17	3.37	1.08			N==========>		
18	3.79	0.99			N==========>		
19	3.89	0.86			N==========>		
20	3.93	1.04			N==========>		
21	2.73	1.24		<======N			
22	4.18	0.85			N==========A===>		
23	3.86	0.98			N==========>		
24	4.16	0.74			N==========A==>		
25	3.62	0.93			N==========>		
26	4.18	0.76			N==========A===>		
27	4.01	0.81			N==========>		
28	3.61	0.93			N==========>		
29	3.98	0.72			N==========>		
30	4.24	0.73			N==========A======>		
31	4.16	0.67			N==========A===>		
32	4.15	0.67			N==========A==>		
33	3.92	0.85			N==========>		
34	3.76	1.02			N==========>		
35	3.79	0.98			N==========>		
36	3.91	0.93			N==========>		
37	3.65	1.02			N==========>		
38	4.12	0.73			N==========A==>		
39	2.47	1.20		<==========N			
40	3.28	1.22			N======>		
41	3.51	1.15			N==========>		
42	3.51	1.11			N==========>		
43	3.97	1.14			N==========>		

TABLE XIXa

TEN MOST FREQUENTLY CITED EDUCATIONAL NEEDS FOR INDIAN STUDENTS AND ADEQUACY WITH WHICH NEEDS ARE BEING MET AS IDENTIFIED BY BIA SCHOOL BOARDS

Rank	Item	Educational Program Need	Frequency	Extent to Which Needs Are Being Met (1 Extremely Poor; 2 Poor; 3 Fair But More Needs To be Done; 4 Satisf.; 5 Too Much Is Being Done)	Mean	S.D.
1	(6)	The school should have trained counselors that Indian students can talk to about personal and social problems	15	X	3.07	.70
2	(8)	Teachers and other personnel who work with Indian students should be trained to deal with the special needs of these students	12	X	2.50	.67
3	(2)	Testing and guidance for choosing a career should be given to Indian students in school	11	X	2.90	.74
4	(9)	The school should provide special classes in reading and writing for Indian students with English language problems	9	X	2.89	1.05
4	(23)	Medical and dental examinations should be given to Indian students on a regular basis	9	X	2.78	.97
6	(5)	The school should include Indian heritage in art, history, social studies, sports, and other classes	8	X	2.12	.64
6	(26)	Tutors should be provided for students who need help with their classes	8	X	2.63	.92
6	(7)	The school should provide Indian counselors for Indian students	8	X	2.43	1.27
9	(22)	The school should provide books and supplies for Indian students who cannot supply their own	7	X	2.43	1.13
9	(3)	There should be pre-school programs to meet the needs of Indian children	7	X	3.00	.63
9	(27)	There should be a place in the school for Indian students to study and se help with their classes	7	X	2.43	1.13
9	(1)	The school should include Indian values in their classes	7	X	2.71	.95

TABLE XIXb

Ten Most Frequently Cited Educational Needs for Indian Students

And Adequacy With Which Needs Are Being Met

As Identified By Title IV Boards (Part A)

Rank	Item	Educational Program Need	Frequency	Extent to Which Needs Are Being Met (1 Extremely Poor; 2 Poor; 3 Fair But More Needs To Be Done; 4 Satisf.; 5 Too Much Is Being Done)	Mean	S.D.
1	(8)	Teachers and other personnel who work with Indian students should be trained to deal with the special needs of these students	54		2.18	.95
2	(6)	The school should have trained counselors that Indian students can talk to about personal and social problems	45		2.10	1.08
3	(26)	Tutors should be provided for students who need help with their classes	36		2.52	1.00
3	(30)	There should be a follow-up program for drop-outs to help them continue their education ..	36		2.00	1.11
5	(2)	Testing and guidance for choosing a career should be given to Indian students in school	35		2.48	.89
6	(24)	Indian students should be taught about their legal rights and their relationship to the federal government	34		1.90	1.12
7	(22)	The school should provide books and supplies for Indian students who cannot supply their own	33		2.87	.94
8	(43)	Money appropriated under Indian education programs should be used only for Indian students	27		3.04	1.02
9	(7)	The school should provide Indian counselors for Indian students	26		2.00	.98
10	(18)	The school should allow Indian students to express their cultures through dress and hair style from day to day	25		2.20	.93

TABLE XIXc

TEN MOST FREQUENTLY CITED EDUCATIONAL NEEDS FOR INDIAN STUDENTS AND ADEQUACY WITH WHICH NEEDS ARE BEING MET AS IDENTIFIED BY JOHNSON-O'MALLEY BOARDS

Rank	Item	Educational Program Need	Frequency	Extent to Which Needs Are Being Met: 1 Extremely Poor; 2 Poor; 3 Fair But More Needs To Be Done; 4 Satisf.; 5 Too Much Is Being Done	Mean	S.D.
1	(6)	The school should have trained counselors that Indian students can talk to about personal and social problems	43	X	2.10	1.09
2	(30)	There should be a follow-up program for drop-outs to help them continue their education	33	X	1.94	.86
3	(2)	Testing and guidance for choosing a career should be given to Indian students in school	31	X	2.24	.93
3	(9)	The school should provide special classes in reading and writing for Indian students with English language problems	31	X	2.45	.93
5	(26)	Tutors should be provided for students who need help with their classes	30	X	2.30	.84
6	(7)	The school should provide Indian counselors for Indian students	24	X	2.14	.99
7	(22)	The school should provide books and supplies for Indian students who cannot supply their own	23	X	3.05	.90
7	(8)	Teachers and other personnel who work with Indian students should be trained to deal with the special needs of these students	23	X	1.96	.88
9	(24)	Indian students should be taught about their legal rights and their relationship to the federal government	22	X	1.73	.83
10	(38)	The school should provide vocational-technical education for those Indian students who want it	17	X	2.41	.94
10	(36)	The school should provide special classes for those Indian student having difficulty with arithmetic	17	X	2.19	.75

TABLE XIXd

TEN MOST FREQUENTLY CITED EDUCATIONAL NEEDS FOR INDIAN STUDENTS AND ADEQUACY WITH WHICH NEEDS ARE BEING MET AS IDENTIFIED BY INDIAN TEACHER AIDES

Rank	Item	Educational Program Need	Frequency	Extent to Which Needs Are Being Met (1 Extremely Poor; 2 Poor; 3 Fair But More Needs To Be Done; 4 Satisf.; 5 Too Much Is Being Done)	Mean	S.D.
1	(4)	The school should provide classes in Indian history and culture	19	X	1.94	.73
1	(6)	The school should have trained counselors that Indian students can talk to about personal and social problems	19	X	3.17	.86
3	(8)	Teachers and other personnel who work with Indian students should be trained to deal with the special needs of these students	17	X	2.53	.72
3	(30)	There should be a follow-up program for drop-outs to help them continue their education	17	X	2.41	.87
5	(26)	Tutors should be provided for students who need help with their classes	16	X	2.93	.70
6	(22)	The school should provide books and supplies for Indian students who cannot supply their own	14	X	3.14	1.03
6	(2)	Testing and guidance for choosing a career should be given to Indian students in school	14	X	2.93	.83
6	(5)	The school should include Indian heritage in art, history, social studies, sports, and other classes	14	X	2.15	.80
9	(1)	The school should include Indian values in their classes	13	X	2.25	1.06
9	(18)	The school should allow Indian students to express their cultures through dress and hair style from day to day	13	X	3.15	.90
9	(9)	The school should provide special classes in reading and writing for Indian students with English language problems	13	X	2.92	.51

TABLE XIXc

TEN MOST FREQUENTLY CITED EDUCATIONAL NEEDS FOR INDIAN STUDENTS AND ADEQUACY WITH WHICH NEEDS ARE BEING MET AS IDENTIFIED BY TRIBAL LEADERS

Rank	Item	Educational Program Need	Frequency	Extent to Which Needs Are Being Met (1 Extremely Poor; 2 Poor; 3 Fair But More Needs To Be Done; 4 Satisf.; 5 Too Much Is Being Done)	Mean	S.D.
1	(6)	The school should have trained counselors that Indian students can talk to about personal and social problems	37		1.97	.84
2	(2)	Testing and guidance for choosing a career should be given to Indian students in school	27		2.00	.76
3	(9)	The school should provide special classes in reading and writing for Indian students with English language problems	26		2.08	.80
4	(8)	Teachers and other personnel who work with Indian students should be trained to deal with the special needs of these students	25		1.80	.71
5	(30)	There should be a follow-up program for drop-outs to help them continue their education	22		1.81	.75
5	(19)	The school should provide adult education for Indians in the community	22		2.10	.89
7	(1)	The school should include Indian values in their classes	20		2.05	.69
8	(26)	Tutors should be provided for students who need help with their classes	19		1.68	.75
8	(31)	The school should have regular individual teacher/parent conferences to work on individual student problems	19		1.89	.99
10	(34)	An advisory board made up of members of the Indian community to oversee all educational programs that relate to Indian children should be formed	18		2.12	.86
10	(43)	Money appropriated under Indian education programs should be used only for Indian students	18		2.06	1.00
10	(33)	An opportunity for Indian students to earn money through part-time work while completing school should be provided	18		1.53	.80

TABLE XIXf

Ten Most Frequently Cited Educational Needs for Indian Students

And Adequacy With Which Needs Are Being Met

As Identified By Grassroots People

Rank	Item	Educational Program Need	Frequency	Extent to Which Needs Are Being Met (1 Extremely Poor; 2 Poor; 3 Fair But More Needs To Be Done; 4 Satisf.; 5 Too Much Is Being Done)	Mean	S.D.
1	(6)	The school should have trained counselors that Indian students can talk to about personal and social problems	271		2.21	.92
2	(30)	There should be a follow-up program for drop-outs to help them continue their education ..	226		1.96	.91
3	(43)	Money appropriated under Indian education programs should be used only for Indian students	224		2.65	.99
4	(22)	The school should provide books and supplies for Indian students who cannot supply their own	199		2.71	.90
5	(7)	The school should provide Indian counselors for Indian students	194		2.12	1.04
6	(29)	Indian students should be taught about their legal rights and their relationship to the federal government	191		2.04	.84
7	(2)	Testing and guidance for choosing a career should be given to Indian students in school	190		2.39	.95
8	(8)	Teachers and other personnel who work with Indian students should be trained to deal with the special needs of these students	189		2.16	.85
9	(9)	The school should provide special classes in reading and writing for Indian students with English language problems	183		2.20	.91
10	(10)	The school should insure an opportunity for Indian children to study their own language(s) where possible	171		1.93	1.02

TABLE XIXg

TEN MOST FREQUENTLY CITED EDUCATIONAL NEEDS FOR INDIAN STUDENTS AND ADEQUACY WITH WHICH NEEDS ARE BEING MET AS IDENTIFIED BY PUBLIC SCHOOL ADMINISTRATORS

Rank	Item	Educational Program Need	Frequency	Extent to Which Needs Are Being Met (1 Extremely Poor; 2 Poor; 3 Fair But More Need To Be Done; 4 Satisf.; 5 Too Much Is Being Done)	Mean	S.D.
1	(11)	The school should provide training to Indian students in skills that could be useful to the community as a whole (for example, farming or business skills)	31		3.03	.84
2	(38)	The school should provide vocational-technical education for those Indian students who want it	28		3.33	.88
3	(42)	For Indian students, the school's primary goal should be the teaching of basic skills in reading, writing, and arithmetic	27		3.37	.69
3	(6)	The school should have trained counselors that Indian students can talk to about personal and social problems	27		3.22	1.05
5	(9)	The school should provide special classes in reading and writing for Indian students with English language problems	26		3.04	.98
6	(2)	Testing and guidance for choosing a career should be given to Indian students in school	25		3.17	.70
7	(8)	Teachers and other personnel who work with Indian students should be trained to deal with the special needs of these students	24		3.04	.81
7	(30)	There should be a follow-up program for drop-outs to help them continue their education ..	24		2.35	.65
9	(31)	The school should have regular individual teacher/parent conferences to work on individual student problems	21		2.80	.89
10	(19)	The school should provide adult education for Indians in the community	19		2.58	1.17
10	(22)	The school should provide books and supplies for Indian students who cannot supply their own	19		3.63	.76

TABLE XIXh

Ten Most Frequently Cited Educational Needs for Indian Students

And Adequacy With Which Needs Are Being Met

As Identified By Public School Teachers

Rank	Item	Educational Program Need	Frequency	Extent to Which Needs Are Being Met (1 Extremely Poor; 2 Poor; 3 Fair But More Needs To Be Done; 4 Satisf.; 5 Too Much Is Being Done)	Mean	S.D.
1	(6)	The school should have trained counselors that Indian students can talk to about personal and social problems	88		3.16	.82
2	(2)	Testing and guidance for choosing a career should be given to Indian students in school	78		3.01	.86
2	(42)	For Indian students, the school's primary goal should be the teaching of basic skills in reading, writing, and arithmetic	78		3.46	.68
4	(11)	The school should provide training to Indian students in skills that could be useful to the community as a whole (for example, farming or business skills)	76		2.93	.88
5	(9)	The school should provide special classes in reading and writing for Indian students with English language problems	75		2.72	.99
6	(38)	The school should provide vocational-technical education for those Indian students who want it	72		3.41	.69
7	(30)	There should be a follow-up program for drop-outs to help them continue their education	70		2.13	.90
8	(31)	The school should have regular individual teacher/parent conferences to work on individual student problems	69		2.84	1.00
9	(19)	The school should provide adult education for Indians in the community	64		2.77	1.06
10	(3)	There should be pre-school programs to meet the needs of Indian children	62		2.58	1.00

TABLE XIXi

Ten Most Frequently Cited Educational Needs for Indian Students

And Adequacy With Which Needs Are Being Met

As Identified By Indian Students

Rank	Item	Educational Program Need	Frequency	Extent to Which Needs Are Being Met (1 Extremely Poor; 2 Poor; 3 Fair But More Needs To Be Done; 4 Satisf.; 5 Too Much Is Being Done)	Mean	S.D.
1	(..)	The school should have trained counselors that Indian students can talk to about personal and social problems	28	....X....	3.00	.98
2	(24)	Indian students should be taught about their legal rights and their relationship to the federal government	26	..X.....	2.00	1.02
3	(10)	The school should insure an opportunity for Indian children to study their own language(s) where possible	25	.X......	1.76	1.16
4	(26)	Tutors should be provided for students who need help with their classes	23	....X....	2.77	.97
5	(18)	The school should allow Indian students to express their cultures through dress and hair style from day to day	21	....X....	2.95	1.24
6	(33)	An opportunity for Indian students to earn money through part-time work while completing school should be provided	19	...X.....	2.69	1.20
6	(4)	The school should provide classes in Indian history and culture	19	..X......	2.22	1.31
8	(5)	The school should include Indian heritage in art, history, social studies, sports, and other classes	18	.X.......	1.94	1.00
8	(7)	The school should provide Indian counselors for Indian students	18	...X.....	2.56	1.25
8	(30)	There should be a follow-up program for drop-outs to help them continue their education ..	18	..X......	2.13	1.06

TABLE XIXj

Ten Most Frequently Cited Educational Needs for Indian Students

And Adequacy With Which Needs Are Being Met

As Identified By BIA Administrators & Staff

Rank	Item	Educational Program Need	Frequency	Extent to Which Needs Are Being Met (1 Extremely Poor; 2 Poor; 3 Fair But More Needs To Be Done; 4 Satisf.; 5 Too Much Is Being Done)	Mean	S.D.
1	(9)	The school should provide special classes in reading and writing for Indian students with English language problems	22		2.37	.76
2	(8)	Teachers and other personnel who work with Indian students should be trained to deal with the special needs of these students	19		2.37	.62
3	(30)	There should be a follow-up program for drop-outs to help them continue their education ..	17		2.07	.88
4	(6)	The school should have trained counselors that Indian students can talk to about personal and social problems	15		2.75	.97
4	(38)	The school should provide vocational-technical education for those Indian students who want it	15		2.14	.95
6	(3)	There should be pre-school programs to meet the needs of Indian children	14		1.83	.83
7	(2)	Testing and guidance for choosing a career should be given to Indian students in school	13		2.17	.94
7	(31)	The school should have regular individual teacher/parent conferences to work on individual student problems	13		2.09	.70
7	(29)	The school should allow Indian student input in developing programs which are meaningful and interesting to the students	13		2.17	1.03
10	(19)	The school should provide adult education for Indians in the community	12		1.67	.49

TABLE XIXk

TEN MOST FREQUENTLY CITED EDUCATIONAL NEEDS FOR INDIAN STUDENTS AND ADEQUACY WITH WHICH NEEDS ARE BEING MET AS IDENTIFIED BY ALL GROUPS COMBINED

Rank	Item	Educational Program Need	Frequency	Extent to Which Needs Are Being Met (1 Extremely Poor; 2 Poor; 3 Fair But More Needs To Be Done; 4 Satisf.; 5 Too Much Is Being Done)	Mean	S.D.
1	(6)	The school should have trained counselors that Indian students can talk to about personal and social problems	588		2.47	1.03
2	(30)	There should be a follow-up program for drop-outs to help them continue their education ..	469		2.02	.91
3	(2)	Testing and guidance for choosing a career should be given to Indian students in school	438		2.57	.96
3	(8)	Teachers and other personnel who work with Indian students should be trained to deal with the special needs of these students	438		2.29	.90
5	(9)	The school should provide special classes in reading and writing for Indian students with English language problems	423		2.40	.94
6	(22)	The school should provide books and supplies for Indian students who cannot supply their own	392		2.95	1.00
7	(26)	Tutors should be provided for students who need help with their classes	373		2.37	.76
8	(24)	Indian students should be taught about their legal rights and their relationship to the federal government	370		2.12	.95
9	(43)	Money appropriated under Indian education programs should be used only for Indian students	351		2.73	1.01
10	(11)	The school should provide training to Indian students in skills that could be useful to the community as a whole (for example, farming or business skills)	339		2.50	.95

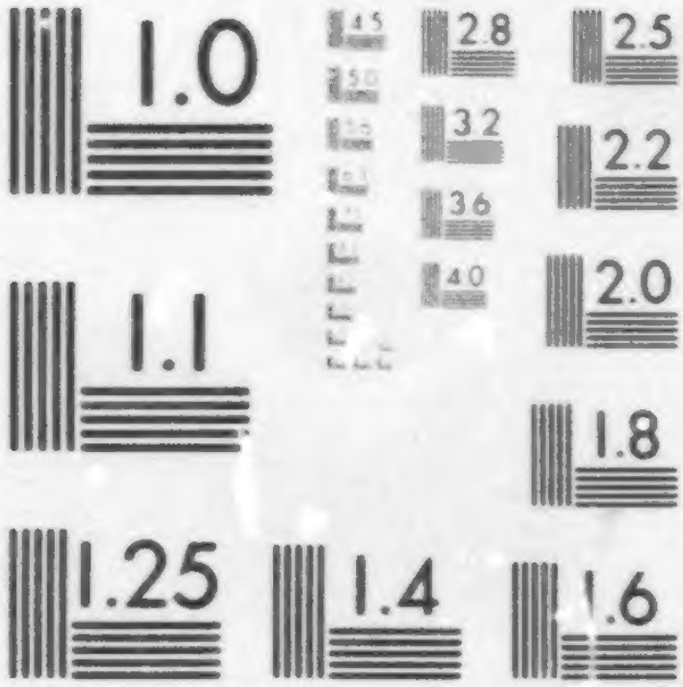

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TABLE XIX1

Ten Most Frequently Cited Educational Needs for Indian Students

And Adequacy With Which Needs Are Being Met

As Identified By URBAN Indian Teacher Aides

Rank	Item	Educational Program Need	Frequency	Extent to Which Needs Are Being Met: 1 Extremely Poor; 2 Poor; 3 Fair But More Needs To Be Done; 4 Satisf.; 5 Too Much Is Being Done	Mean	S.D.
1	(4)	The school should provide classes in Indian history and culture	14	X	2.00	.82
2	(1)	The school should include Indian values in their classes	9	X	2.00	1.07
2	(5)	The school should include Indian heritage in art, history, social studies, sports, and other classes	9	X	2.00	.93
4	(8)	Teachers and other personnel who work with Indian students should be trained to deal with the special needs of these students	8	X	2.50	.76
5	(7)	The school should provide Indian counselors for Indian students	7	X	3.57	.53
5	(22)	The school should provide books and supplies for Indian students who cannot supply their own	7	X	2.57	1.13
5	(6)	The school should have trained counselors that Indian students can talk to about personal and social problems	7	X	3.14	.69
5	(30)	There should be a follow-up program for drop-outs to help them continue their education	7	X	2.43	.53
5	(34)	An advisory board made up of members of the Indian community to oversee all educational programs that relate to Indian children should be formed	7	X	3.29	.49
5	(26)	Tutors should be provided for students who need help with their classes	7	X	3.33	.82
5	(9)	The school should provide special classes in reading and writing for Indian students with English language problems	7	X	2.83	.41
5	(29)	The school should allow Indian student input in developing programs which are meaningful and interesting to the students	7	X	2.50	.55

TABLE XIXm

Ten Most Frequently Cited Educational Needs for Indian Students

And Adequacy With Which Needs Are Being Met

As Identified By URBAN Grassroots People

Rank	Item	Educational Program Need	Frequency	Extent to Which Needs Are Being Met (1 Extremely Poor; 2 Poor; 3 Fair But More Needs To Be Done; 4 Satisf.; 5 Too Much Is Being Done)	Mean	S.D.
1	(43)	Money appropriated under Indian education programs should be used only for Indian students	80		2.48	1.01
2	(6)	The school should have trained counselors that Indian students can talk to about personal and social problems	76		2.13	.88
3	(22)	The school should provide books and supplies for Indian students who cannot supply their own	68		2.66	.97
3	(30)	There should be a follow-up program for drop-outs to help them continue their education	68		1.97	.89
5	(8)	Teachers and other personnel who work with Indian students should be trained to deal with the special needs of these students	66		2.14	.82
6	(7)	The school should provide Indian counselors for Indian students	59		2.09	.97
7	(24)	Indian students should be taught about their legal rights and their relationship to the federal government	57		1.95	.89
8	(3)	There should be pre-school programs to meet the needs of Indian children	56		1.95	.80
9	(2)	Testing and guidance for choosing a career should be given to Indian students in school	54		2.24	.87
9	(26)	Tutors should be provided for students who need help with their classes	54		2.19	.92

TABLE XIXn

Ten Most Frequently Cited Educational Needs for Indian Students

And Adequacy With Which Needs Are Being Met

As Identified By URBAN Public School Adminstrators

Rank	Item	Educational Program Need	Frequency	Extent to Which Needs Are Being Met (1 Extremely Poor · 2 Poor · 3 Fair But More Needs To Be Done · 4 Satisf. · 5 Too Much Is Being Done)	Mean	S.D.
1	(38)	The school should provide vocational-technical education for those Indian students who want it	9		2.72	1.13
1	(6)	The school should have trained counselors that Indian students can talk to about personal and social problems	9		2.69	1.32
1	(30)	There should be a follow-up program for drop-outs to help them continue their education	9		2.36	1.03
1	(8)	Teachers and other personnel who work with Indian students should be trained to deal with the special needs of these students	9		2.69	.95
5	(18)	The school should allow Indian students to express their culture through dress and hair style from day to day	8		3.40	.99
5	(9)	The school should provide special classes in reading and writing for Indian students with English language problems	8		2.70	1.06
7	(11)	The school should provide training to Indian students in skills that could be useful to the community as a whole (for example, farming or business skills)	7		2.20	1.03
7	(42)	For Indian students, the school's primary goal should be the teaching of basic skills in reading, writing, and arithmetic	7		3.07	1.03
9	(2)	Testing and guidance for choosing a career should be given to Indian students in school	6		3.00	.76
9	(19)	The school should provide adult education for Indians in the community	6		1.58	.67
9	(20)	The school should provide free lunches and breakfasts for only those Indian students who cannot supply their own	6		4.00	.67
9	(5)	The school should include Indian heritage in art, history, social studies, sports, and other classes	6		2.88	1.36

TABLE XIXo

Ten Most Frequently Cited Educational Needs for Indian Students

And Adequacy With Which Needs Are Being Met

As Identified By URBAN Public School Teachers

Rank	Item	Educational Program Need	Frequency	Extent to Which Needs Are Being Met (1 Extremely Poor · 2 Poor · 3 Fair But More Needs To Be Done · 4 Satisf. · 5 Too Much Is Being Done)	Mean	S.D.
1	(9)	The school should provide special classes in reading and writing for Indian students with English language problems	19	X	2.50	.92
1	(42)	For Indian students, the school's primary goal should be the teaching of basic skills in reading, writing, and arithmetic	19	X	3.47	.51
3	(31)	The school should have regular individual teacher/parent conferences to work on individual student problems	18	X	3.33	.86
4	(11)	The school should provide training to Indian students in skills that could be useful to the community as a whole (for example, farming or business skills)	17	X	2.82	.81
5	(6)	The school should have trained counselors that Indian students can talk to about personal and social problems	16	X	3.19	.66
6	(32)	Field trips to places of Indian interest should be available to all students	15	X	2.40	1.06
6	(2)	Testing and guidance for choosing a career should be given to Indian students in school	15	X	3.13	.64
6	(19)	The school should provide adult education for Indians in the community	15	X	2.40	.91
6	(30)	There should be a follow-up program for drop-outs to help them continue their education	15	X	2.31	.85
10	(29)	The school should allow Indian student input in developing programs which are meaningful and interesting to the students	14	X	2.79	1.12
10	(8)	Teachers and other personnel who work with Indian students should be trained to deal with the special needs of these students	14	X	2.43	.94
10	(5)	The school should include Indian heritage in art, history, social studies, sports, and other classes	14	X	2.62	.77
10	(1)	The school should include Indian values in their classes	14	X	2.50	1.02

TABLE XIXp

Ten Most Frequently Cited Educational Needs for Indian Students

And Adequacy With Which Needs Are Being Met

As Identified By URBAN Indian Students

Rank	Item	Educational Program Need	Frequency	Extent to Which Needs Are Being Met (1 Extremely Poor; 2 Poor; 3 Fair But More Needs To Be Done; 4 Satisf.; 5 Too Much Is Being Done)	Mean	S.D.
1	(10)	The school should insure an opportunity for Indian children to study their own language(s) where possible	12		1.75	1.22
2	(6)	The school should have trained counselors that Indian students can talk to about personal and social problems	11		3.44	1.13
3	(5)	The school should include Indian heritage in art, history, social studies, sports, and other classes	10		1.80	1.03
4	(24)	Indian students should be taught about their legal rights and their relationship to the federal government	9		2.00	1.12
5	(4)	The school should provide classes in Indian history and culture	8		1.71	1.11
5	(18)	The school should allow Indian students to express their cultures through dress and hair style from day to day	8		3.12	1.13
7	(7)	The school should provide Indian counselors for Indian students	7		3.29	1.11
7	(32)	Field trips to places of Indian interest should be available to all students	7		1.86	1.07
7	(22)	The school should provide books and supplies for Indian students who cannot supply their own	7		2.14	.38
7	(8)	Teachers and other personnel who work with Indian students should be trained to deal with the special needs of these students	7		2.83	1.17

TABLE XIXq

Ten Most Frequently Cited Educational Needs for Indian Students

And Adequacy With Which Needs Are Being Met

As Identified By All Urban Groups

Rank	Item	Educational Program Need	Frequency	Extent to Which Needs Are Being Met (1 Extremely Poor · 2 Poor · 3 Fair But More Needs To Be Done · 4 Satisf. · 5 Too Much Is Being Done)	Mean	S.D.
1	(6)	The school should have trained counselors that Indian students can talk to about personal and social problems	119		2.49	1.03
2	(8)	Teachers and other personnel who work with Indian students should be trained to deal with the special needs of these students	104		2.31	.88
2	(30)	There should be a follow-up program for drop-outs to help them continue their education	104		2.08	.89
4	(43)	Money appropriated under Indian education programs should be used only for Indian students	99		2.58	.97
5	(22)	The school should provide books and supplies for Indian students who cannot supply their own	97		2.74	.95
6	(9)	The school should provide special classes in reading and writing for Indian students with English language problems	91		2.40	.86
7	(26)	Tutors should be provided for students who need help with their classes	84		2.33	1.05
8	(24)	Indian students should be taught about their legal rights and their relationship to the federal government	83		2.12	.96
9	(7)	The school should provide Indian counselors for Indian students	81		2.45	1.09
10	(2)	Testing and guidance for choosing a career should be given to Indian students in school	80		2.52	.91

TABLE XX

SUMMARY OF GROUP RANKING OF TEN MOST IMPORTANT EDUCATIONAL PROGRAM NEEDS FOR OKLAHOMA INDIAN STUDENTS

Rank	BIA Advisory School Boards	Title IV Parent Advisory Committees	JOM Committees	Indian Teacher Aides & Indian Counselors	Tribal Leaders	Grassroots Indians	Public School Administrators	Public School Teachers	Indian Students	BIA Administrators & Staff
1.	6	8	6	4	6	6	11	6	6	9
2.	8	6	30	6	2	30	38	2	24	8
3.	2	26	2	8	9	43	42	42	10	30
4.	9	30	9	30	8	22	6	11	25	6
5.	23	20	26	26	30	7	9	9	18	38
6.	5	24	7	22	19	24	2	38	33	3
7.	26	22	22	2	1	2	8	30	4	2
8.	7	43	8	5	26	8	30	31	5	31
9.	22	7	24	1	31	9	31	19	7	29
10.	3	18	38	18	34	10	19	3	30	19
11.	27		36	9	43		22			
12.	1				33					

TABLE XXIa

PERCENTAGE OF NEEDS BEING MET ABOVE AND BELOW THE CATEGORY OF FAIR BUT MORE NEEDS TO BE DONE (3.00)

Group	Below 3.00	Above 3.00
1	83%	17%
2	90%	10%
3	91%	9%
4	73%	27%
5	100%	0
6	100%	0
7	27%	73%
8	60%	40%
9	90%	10%
10	100%	0

TABLE XXIb

NEED STATEMENTS RECEIVING NEGATIVE RATINGS

Group	Statement Number
1	13, 39
2	13, 39
3	13, 39
4	12, 13, 21, 39
5	13, 39
6	13, 39
7	7, 10, 13, 15, 17, 21, 28, 34, 37, 40, 43
8	7, 13, 15, 17, 21, 28, 34, 40, 43
9	13, 39
10	13, 21, 39

TABLE XXII

CATEGORIES FOR RESPONSES IN OPEN ENDED SECTION

Category
1. Facilities
2. Funds
3. Guidance and Counseling and/or Special Programs for Indian Students.
4. More Adult and Vo-Tech Programs.
5. More School Personnel that are Indian.
6. Better Understanding of Special Educational Needs of Indian Students by School Personnel.
7. More Bilingual or Bicultural Programs.
8. More Pre-School Programs.
9. Better Communication.
10. More Scholarships for Indian Students.
11. No Separate Programs for Indians.

TABLE XXIIIa

Rankings of Additional Educational Goals and Needs for Indian Students as Identified by BIA School Boards According to Frequency

Total Number of Written Comments Made by BIA School Boards = 44

Rank	Item	Category	Frequency	% of total
1	(3)	Guidance & Counseling and/or Special Programs for Indian Students.	11	25.00
2	(6)	Better Understanding of Special Educational Needs of Indian Students.	9	20.45
3	(7)	More Bilingual or Bicultural Programs.	5	11.36
4	(4)	More Adult and Vo-Tech Programs for Indians.	5	11.36
5	(1)	Facilities.	3	6.82
6	(10)	More Scholarships for Indian Students.	3	6.82
7	(5)	More School Personnel that are Indian.	3	6.82
8	(9)	Better Communication.	3	6.82
9	(2)	Funds.	2	4.55
10	(11)	No Separate Programs for Indians.	0	0.
11	(8)	More Pre-School Programs.	0	0.

TABLE XXIIIb

Rankins of Additional Educational Goals and Needs for Indian Students as Identified by Title IV Boards (Part A) According to Frequency

Total Number of Written Comments Made by Title IV Boards (Part A) = 23

Rank	Item	Category	Frequency	% of total
1	(3)	Guidance & Counseling and/or Special Programs for Indian Students.	5	21.74
2	(5)	More School Personnel that are Indian.	4	17.39
3	(9)	Better Communication.	4	17.39
4	(6)	Better Understanding of Special Educational Needs of Indian Students.	3	13.04
5	(4)	More Adult and Vo-Tech Programs for Indians.	2	8.70
6	(7)	More Bilingual or Bicultural Programs.	1	4.35
7	(2)	Funds.	1	4.35
8	(1)	Facilities.	1	4.35
9	(8)	More Pre-School Programs.	1	4.35
10	(10)	More Scholarships for Indian Students.	1	4.35
11	(11)	No Separate Programs for Indians.	0	0.

TABLE XXIIIc

Rankings of Additional Educational Goals and Needs for Indian Students as Identified by Johnson-O'Malley Boards According to Frequency

Total Number of Written Comments Made by Johnson-O'Malley Boards = 111

Rank	Item	Category	Frequency	% of total
1	(6)	Better Understanding of Special Educational Needs of Indian Students.	28	25.23
2	(3)	Guidance & Counseling and/or Special Programs for Indian Students.	19	17.12
3	(2)	Funds.	16	14.41
4	(7)	More Bilingual or Bicultural Programs.	14	12.61
5	(9)	Better Communication.	14	12.61
6	(1)	Facilities.	6	5.41
7	(5)	More School Personnel that are Indian.	5	4.50
8	(4)	More Adult and Vo-Tech Programs for Indians.	5	4.50
9	(10)	More Scholarships for Indian Students.	4	3.60
10	(11)	No Separate Programs for Indians.	0	0.
11	(8)	More Pre-School Programs.	0	0.

TABLE XXIIId

Rankings of Additional Educational Goals and Needs for Indian Students as Identified by Indian Teacher Aides According to Frequency

Total Number of Written Comments Made by Indian Teacher Aides = 54

Rank	Item	Category	Frequency	% of total
1	(3)	Guidance & Counseling and/or Special Programs for Indian Students.	24	44.44
2	(7)	More Bilingual or Bicultural Programs.	9	16.67
3	(6)	Better Understanding of Special Educational Needs of Indian Students.	4	7.41
4	(5)	More School Personnel that are Indian.	3	5.56
5	(1)	Facilities.	3	5.56
6	(11)	No Separate Programs for Indians.	3	5.56
7	(2)	Funds.	2	3.70
8	(4)	More Adult and Vo-Tech Programs for Indians.	2	3.70
9	(9)	Better Communication.	2	3.70
10	(8)	More Pre-School Programs.	1	1.85
11	(10)	More Scholarships for Indian Students.	1	1.85

TABLE XXIIIe

Rankings of Additional Educational Goals and Needs for Indian Students as Identified by Tribal Leaders According to Frequency

Total Number of Written Comments Made by Tribal Leaders = 85

Rank	Item	Category	Frequency	% of total
1	(3)	Guidance & Counseling and/or Special Programs for Indian Students.	26	30.59
2	(6)	Better Understanding of Special Educational Needs of Indian Students.	23	27.06
3	(9)	Better Communication.	15	17.65
4	(7)	More Bilingual or Bicultural Programs.	8	9.41
5	(2)	Funds.	7	8.24
6	(10)	More Scholarships for Indian Students.	2	2.35
7	(4)	More Adult and Vo-Tech Programs for Indians.	2	2.35
8	(5)	More School Personnel that are Indian.	2	2.35
9	(1)	Facilities.	0	0.
10	(11)	No Separate Programs for Indians.	0	0.
11	(8)	More Pre-School Programs.	0	0.

TABLE XXIIIf

Rankins of Additional Educational Goals and Needs for Indian Students as Identified by Grassroots People According to Frequency

Total Number of Written Comments Made by Grassroots People = 502

Rank	Item	Category	Frequency	% of total
1	(3)	Guidance & Counselins and/or Special Programs for Indian Students.	159	31.67
2	(6)	Better Understandins of Special Educational Needs of Indian Students.	108	21.51
3	(7)	More Bilinsual or Bicultural Programs.	55	10.96
4	(5)	More School Personnel that are Indian.	38	7.57
5	(9)	Better Communication.	38	7.57
6	(2)	Funds.	37	7.37
7	(4)	More Adult and Vo-Tech Programs for Indians.	27	5.38
8	(1)	Facilities.	20	3.98
9	(10)	More Scholarships for Indian Students.	16	3.19
10	(8)	More Pre-School Programs.	4	.80
11	(11)	No Separate Programs for Indians.	0	0.

TABLE XXIIIg

Rankings of Additional Educational Goals and Needs for Indian Students as Identified by Public School Adminstrators According to Frequency

Total Number of Written Comments Made by Public School Adminstrators = 80

Rank	Item	Category	Frequency	% of total
1	(3)	Guidance & Counseling and/or Special Programs for Indian Students.	36	45.00
2	(11)	No Separate Programs for Indians.	18	22.50
3	(7)	More Bilingual or Bicultural Programs.	11	13.75
4	(9)	Better Communication.	5	6.25
5	(6)	Better Understanding of Special Educational Needs of Indian Students.	4	5.00
6	(4)	More Adult and Vo-Tech Programs for Indians.	2	2.50
7	(8)	More Pre-School Programs.	1	1.25
8	(10)	More Scholarships for Indian Students.	1	1.25
9	(5)	More School Personnel that are Indian.	1	1.25
10	(1)	Facilities.	1	1.25
11	(2)	Funds.	0	0.

TABLE XXIIIh

Rankins of Additional Educational Goals and Needs for Indian Students as Identified by Puclic School Teachers According to Frequency

Total Number of Written Comments Made by Puclic School Teachers = 262

Rank	Item	Catesory	Frequency	% of total
1	(3)	Guidance & Counselins and/or Special Prosrams for Indian Students.	94	35.88
2	(11)	No Separate Prosrams for Indians.	54	20.61
3	(9)	Better Communication.	29	11.07
4	(7)	More Bilinsual or Bicultural Prosrams.	26	9.92
5	(6)	Better Understandins of Special Educational Needs of Indian Students.	20	7.63
6	(8)	More Pre-School Prosrams.	11	4.20
7	(4)	More Adult and Vo-Tech Prosrams for Indians.	10	3.82
8	(1)	Facilities.	9	3.44
9	(5)	More School Personnel that are Indian.	4	1.53
10	(2)	Funds.	3	1.15
11	(10)	More Scholarships for Indian Students.	2	.76

TABLE XXIIIi

Rankins of Additional Educational Goals and Needs for Indian Students as Identified by Indian Students According to Frequency

Total Number of Written Comments Made by Indian Students = 90

Rank	Item	Category	Frequency	% of total
1	(3)	Guidance & Counselins and/or Special Programs for Indian Students.	41	45.56
2	(6)	Better Understandins of Special Educational Needs of Indian Students.	14	15.56
3	(10)	More Scholarships for Indian Students.	11	12.22
4	(7)	More Bilinsual or Bicultural Programs.	8	8.89
5	(5)	More School Personnel that are Indian.	7	7.78
6	(9)	Better Communication.	4	4.44
7	(2)	Funds.	3	3.33
8	(4)	More Adult and Vo-Tech Programs for Indians.	2	2.22
9	(1)	Facilities.	0	0.
10	(11)	No Separate Programs for Indians.	0	0.
11	(8)	More Pre-School Programs.	0	0.

TABLE XXIIIj

Rankins of Additional Educational Goals and Needs for Indian Students as Identified by BIA Administrators & Staff Accordins to Freauencv

Total Number of Written Comments Made by BIA Administrators & Staff = 36

Rank	Item	Category	Frequency	% of total
1	(3)	Guidance & Counselins and/or Special Programs for Indian Students.	15	41.67
2	(7)	More Bilinsual or Bicultural Programs.	5	13.89
3	(9)	Better Communication.	4	11.11
4	(4)	More Adult and Vo-Tech Programs for Indians.	4	11.11
5	(6)	Better Understandins of Special Educational Needs of Indian Students.	3	8.33
6	(11)	No Separate Programs for Indians.	3	8.33
7	(5)	More School Personnel that are Indian.	1	2.78
8	(1)	Facilities.	1	2.78
9	(2)	Funds.	0	0.
10	(8)	More Pre-School Programs.	0	0.
11	(10)	More Scholarships for Indian Students.	0	0.

TABLE XXIIIk

Rankings of Additional Educational Goals and Needs for Indian Students as Identified by All Groups Combined According to Frequency

Total Number of Written Comments Made by All Groups Combined = 1287

Rank	Item	Category	Frequency	% of total
1	(3)	Guidance & Counseling and/or Special Programs for Indian Students.	430	33.41
2	(6)	Better Understanding of Special Educational Needs of Indian Students.	216	16.78
3	(7)	More Bilingual or Bicultural Programs.	142	11.03
4	(9)	Better Communication.	118	9.17
5	(11)	No Separate Programs for Indians.	78	6.06
6	(2)	Funds.	71	5.52
7	(5)	More School Personnel that are Indian.	68	5.28
8	(4)	More Adult and Vo-Tech Programs for Indians.	61	4.74
9	(1)	Facilities.	44	3.42
10	(10)	More Scholarships for Indian Students.	41	3.19
11	(8)	More Pre-School Programs.	18	1.40

TABLE XXIIII

Rankins of Additional Educational Goals and Needs for Indian Students as Identified bv URBAN Indian Teacher Aides Accordins to Freauencv

Total Number of Written Comments Made bv URBAN Indian Teacher Aides = 35

Rank	Item	Catesorv	Freauencv	% of total
1	(3)	Guidance & Counselins and/or Special Prosrams for Indian Students.	15	42.86
2	(7)	More Bilinsual or Bicultural Prosrams.	6	17.14
3	(6)	Better Understandins of Special Educational Needs of Indian Students.	4	11.43
4	(5)	More School Personnel that are Indian.	3	8.57
5	(1)	Facilities.	3	8.57
6	(9)	Better Communication.	2	5.71
7	(10)	More Scholarships for Indian Students.	1	2.86
8	(2)	Funds.	1	2.86

TABLE XXIIIm

Ranking of Additional Educational Goals and Needs for Indian Students as Identified by URBAN Grassroots People According to Frequency

Total Number of Written Comments Made by URBAN Grassroots People = 160

Rank	Item	Category	Frequency	% of total
1	(3)	Guidance & Counseling and/or Special Programs for Indian Students.	54	33.75
2	(6)	Better Understanding of Special Educational Needs of Indian Students.	32	20.00
3	(7)	More Bilingual or Bicultural Programs.	22	13.75
4	(9)	Better Communication.	14	8.75
5	(2)	Funds.	12	7.50
6	(5)	More School Personnel that are Indian.	11	6.87
7	(4)	More Adult and Vo-Tech Programs for Indians.	5	3.12
8	(1)	Facilities.	5	3.12
9	(10)	More Scholarships for Indian Students.	4	2.50
10	(8)	More Pre-School Programs.	1	.63

TABLE XXIIIn

Rankings of Additional Educational Goals and Needs for Indian Students as Identified by URBAN Public School Adminstrators According to Frequency

Total Number of Written Comments Made by URBAN Public School Adminstrators = 21

Rank	Item	Category	Frequency	% of total
1	(3)	Guidance & Counseling and/or Special Programs for Indian Students.	9	42.86
2	(7)	More Bilingual or Bicultural Programs.	6	28.57
3	(9)	Better Communication.	2	9.52
4	(11)	No Separate Programs for Indians.	2	9.52
5	(6)	Better Understanding of Special Educational Needs of Indian Students.	1	4.76
6	(10)	More Scholarships for Indian Students.	1	4.76

TABLE XXIIIo

Rankings of Additional Educational Goals and Needs for Indian Students as Identified by URBAN Puclic School Teachers According to Frequency

Total Number of Written Comments Made by URBAN Puclic School Teachers = 82

Rank	Item	Category	Frequency	% of total
1	(3)	Guidance & Counseling and/or Special Programs for Indian Students.	41	50.00
2	(7)	More Bilingual or Bicultural Programs.	14	17.07
3	(9)	Better Communication.	7	8.54
4	(1)	Facilities.	6	7.32
5	(11)	No Separate Programs for Indians.	4	4.88
6	(6)	Better Understanding of Special Educational Needs of Indian Students.	4	4.88
7	(10)	More Scholarships for Indian Students.	2	2.44
8	(2)	Funds.	2	2.44
9	(4)	More Adult and Vo-Tech Programs for Indians.	1	1.22
10	(5)	More School Personnel that are Indian.	1	1.22

TABLE XXIIIp

Rankings of Additional Educational Goals and Needs for Indian Students as Identified by URBAN Indian Students according to Frequency

Total Number of Written Comments Made by URBAN Indian Students = 41

Rank	Item	Category	Frequency	% of total
1	(3)	Guidance & Counseling and/or Special Programs for Indian Students.	19	46.34
2	(6)	Better Understanding of Special Educational Needs of Indian Students.	8	19.51
3	(5)	More School Personnel that are Indian.	4	9.76
4	(7)	More Bilingual or Bicultural Programs.	4	9.76
5	(2)	Funds.	2	4.88
6	(10)	More Scholarships for Indian Students.	2	4.88
7	(4)	More Adult and Vo-Tech Programs for Indians.	1	2.44
8	(9)	Better Communication.	1	2.44

TABLE XXIIIq

Rankings of Additional Educational Goals and Needs for Indian Students as Identified by All Urban Groups According to Frequency

Total Number of Written Comments Made by All Urban Groups = 361

Rank	Item	Category	Frequency	% of total
1	(3)	Guidance & Counseling and/or Special Programs for Indian Students.	143	39.61
2	(6)	Better Understanding of Special Educational Needs of Indian Students.	54	14.96
3	(7)	More Bilingual or Bicultural Programs.	54	14.96
4	(9)	Better Communication.	30	8.31
5	(5)	More School Personnel that are Indian.	21	5.82
6	(2)	Funds.	18	4.99
7	(1)	Facilities.	15	4.16
8	(10)	More Scholarships for Indian Students.	11	3.05
9	(4)	More Adult and Vo-Tech Programs for Indians.	8	2.22
10	(11)	No Separate Programs for Indians.	6	1.66
11	(8)	More Pre-School Programs.	1	.28

TABLE XXIV

SUMMARY OF ADDITIONAL EDUCATIONAL GOALS AND NEEDS
FOR OKLAHOMA INDIAN STUDENTS AS
IDENTIFED BY ALL TEN GROUPS

Rank	BIA Advisory School Boards	Title IV Parent Advisory Committees	JOM Committees	Indian Teacher Aides & Indian Counselors	Tribal Leaders	Grassroots Indians	Public School Administrators	Public School Teachers	Indian Students	BIA Administrators & Staff
1.	3	3	6	3	3	3	3	3	3	3
2.	6	5	3	7	6	6	11	11	6	7
3.	7	9	2	6	9	7	7	9	10	9
4.	4	6	7	5	7	5	9	7	7	4
5.	1	4	9	1	2	9	6	6	5	6
6.	10	7	1	11	10	2	4	8	9	11
7.	5	2	5	2	4	4	8	4	2	5
8.	9	1	4	4	5	1	10	1	4	1
9.	2	8	10	9	1	10	5	5	1	2
10.	11	10	11	8	11	8	1	2	11	8
11.	8	11	8	10	8	11	2	10	8	10